Bradford Diocesan Academies Trust

Bradford Girls' Grammar School Restrictive Interventions Policy

Including the use of reasonable force, restraint and seclusion

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Bradford Diocesan Academies Trust

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1. Trust Policy Statement

Bradford Diocesan Academies Trust (BDAT) recognises that restrictive interventions can be necessary in some circumstances to safeguard the welfare of individuals in the school community. They can also have a significant physical and psychological impact on pupils and staff, and should only ever be used when necessary, proportionate and lawful.

As part of our focus on diversity and inclusion, BDAT pledges that our policies will seek to promote equality, fairness, and respect for all staff and pupils. Our policies reflect the BDAT values of inclusion, compassion, aspiration, resilience, and excellence. By working closely with a range of stakeholders, such as our school, union, and HR colleagues, we have ensured that BDAT's policies do not unlawfully discriminate against anybody.

This policy should be read in conjunction with our school specific Behaviour Policy and our Safeguarding and Child Protection Policy, along with other Trust level policies held on the BDAT website. It will be reviewed annually in order to assess its implementation and effectiveness.

For the purpose of this policy, the term Trust refers to BDAT. The term school and the term academy are interchangeable. The term pupil and the term student are interchangeable.

2. Introduction and Aims

This policy sets out the Bradford Girls' Grammar School approach to restrictive interventions, including the use of reasonable force, restraint and seclusion.

Bradford Girls' Grammar School is committed to:

- Safeguarding the welfare, dignity and human rights of our pupils
- Preventing and minimising the need for restrictive interventions
- Supporting staff to managing behaviour safely and confidently
- Meeting statutory recording and reporting duties
- Using data to continuously improve our practice

We recognise that restrictive interventions can have a significant physical and psychological impact on pupils and staff. They will only ever be used when it is necessary, proportionate and lawful, and where less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

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

3. Definitions

Department for Education Guidance on Restrictive Interventions contains a range of terminology which is defined below:

Restrictive Intervention: any action that prevents, restricts or subdues a pupil's movement, including physical and non-physical interventions.

Reasonable Force: physical force used by staff to prevent injury, damage, criminal behaviour or serious disorder. It must be the minimum force necessary for the shortest period of time.

Restraint: a non-disciplinary intervention that immobilises or limits a pupil's movement, with or without physical contact.

Seclusion: a non-disciplinary safety measure involving keeping a pupil in a place away from others and preventing them from leaving.

Significant Incident: any incident in which force goes beyond everyday practical physical contact and requires formal recording and reporting.

4. Prevention and Deescalation

At Bradford Girls' Grammar School, we will always prioritise proactive strategies to minimise the need for the use of restrictive intervention, whilst also being vigilant that staff may need to intervene quickly to safeguard the welfare of pupils.

We recognise that each of our pupils is unique and may require specific support, but there are a range of broader approaches that we can implement to minimise the need for restrictive intervention. These include:

- Positive behaviour support
- Consistent routines and expectations
- Environmental adaptations
- Early identification of triggers
- Effective communication strategies
- Strong and trusted relationships between pupils and staff
- Trauma-informed practice

Where an individual pupil risk assessment indicates that there is an increased likelihood of a pupil requiring restrictive intervention to support their behaviour and maintain safety, we will work with parents, carers and any relevant external agencies to develop a Positive Handling Plan for that pupil (see Appendix Three).

This plan will set out any known triggers, including environmental and sensory causes, that may cause the pupil to dysregulate and the approaches and interventions that staff will implement to deescalate the situation, up to and including restrictive intervention if it becomes necessary.

4.1 Staff Training

Bradford Girls' Grammar School recognises that staff training is a critical component in preventing the need for restrictive interventions, as well as ensuring that when they are used it is in a way that is safe, lawful and proportionate.

In line with the DfE's Restrictive Interventions guidance which came into force in April 2026, staff who are likely to work in situations where restrictive interventions may be required will receive appropriate training in behaviour support, prevention and deescalation strategies, along with the

safe and lawful use of reasonable force and other restrictive interventions. Typically, this training will be updated annually.

Training will reflect the principles of this guidance and will support staff to assess necessity and proportionality, understand risks to physical and psychological wellbeing, recognise the impact of trauma and SEND, and make defensible professional judgements including in situations where decisions must be made quickly under pressure.

Bradford Girls' Grammar School will ensure that staff training needs are informed by our pupil cohort, patterns and trends in incidents, and risk assessments. As an employer, we will take all reasonably practicable steps to ensure the health, safety and wellbeing of staff, including providing refresher training, access to advice and support, and additional guidance for staff who regularly work with pupils who present a higher level of risk.

5. When Restrictive Interventions May be Used

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 methods have been attempted or assessed as inappropriate in the circumstances.

In line with the DfE's Restrictive Interventions guidance of April 2026, the use of reasonable force may only be used to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Causing significant disorder

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:

<u>Necessity</u>
Staff should consider whether a restrictive intervention is required to reduce an immediate risk of harm and whether other less restrictive strategies, including deescalation, redirection or support from another member of staff, are likely to be effective. Where a restrictive intervention is unlikely to successfully reduce risk, is likely to escalate the situation further, or is likely to cause more harm than the behaviour itself, it is not a necessity and, therefore, should not be used.

<u>Proportionality</u>
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 the risk or is escalating a 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. Wherever 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 due regard to the individual needs and circumstances of the pupil, including any special educational needs, disabilities, medical conditions, communication difficulties, sensory needs, 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 the relevant duties under the Equality Act 2010, including the need to avoid discrimination, make reasonable adjustments and ensure that responses do not disproportionately impact on pupils who share a protected characteristic.

Restrictive interventions must never be used as a punishment, a disciplinary sanction, or for the purposes 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 medical checks if appropriate, recording, reporting, reflecting and review.

5.1 Statutory Power to Use Reasonable Force (Education and Inspections Act 2006)

Under section 93 of the Education and Inspections Act 2006, all members of school staff have a statutory power to use reasonable force in limited circumstances (i.e. to prevent a pupil from causing injury to themselves or others, from committing a criminal offence, from damaging property or causing disorder).

This power applies while staff are lawfully in charge of pupils and extends to situations both on and off the Bradford Girls' Grammar School site, including on educational visits. Section 93 provides the legal basis for the use of reasonable force in schools, and any such use of force must be reasonable in the circumstances, meaning that it must be necessary and proportionate to the risks presented at the time.

In addition, section 93A of the Act places a statutory duty on governing bodies and proprietors to ensure that arrangements are in place for recording and reporting significant incidents involving the use of force.

This policy reflects both the legal power under section 93 and the statutory recording and reporting duties under section 93A, and it must be implemented in a way that is consistent with wider safeguarding, equality, human rights and health and safety obligations.

5.2 Unacceptable Use of Restrictive Intervention

Restrictive interventions must never be used as a punishment, a disciplinary sanction, or for the purposes of compliance, convenience or managing behaviour when there is no immediate risk of harm. Any use of force or restrictive practice for these purposes is unlawful.

Staff must not use any techniques or approaches that may restrict or interfere with a pupil's airway, breathing or circulation. This includes, but is not limited to, applying pressure to the neck, throat, chest or abdomen, covering the mouth or nose, or positioning a pupil in a way that compromises respiration. Such practices present a serious and potentially fatal medical risk and are strictly prohibited.

The use of restrictive interventions carries inherent physical risk, particularly where they occur on the ground. Ground restraint, therefore, should be avoided wherever possible. Where a pupil is unintentionally brought to the ground, staff must take immediate steps to reduce risk by repositioning or releasing holds as soon as it is safe to do so, moving the pupil to a safer alternative or standing position.

Any restrictive intervention that presents, or begins to present, a medical risk must stop immediately. Where a pupil has been restrained, particularly where there has been any impact to breathing, circulation, consciousness or physical injury, staff must seek medical assessment and treatment as soon as practicable.

Staff must also be mindful that restrictive interventions can cause significant psychological distress. Interventions that humiliate, degrade, intimidate, threaten or deliberately cause emotional harm are unacceptable. All responses must seek to preserve the pupil's dignity and wellbeing, even in high-risk situations.

Any incident involving unacceptable practice, or where there is concern that an intervention may have compromised a pupil's safety, must be reported immediately in line with the Bradford Girls' Grammar School Safeguarding and Child Protection Policy and the BDAT Managing Allegations and Low-Level Concerns Policy.

5.3 Appropriate Physical Contact

Further to the circumstances set out earlier in this section where restrictive interventions may be required, there are other times in school where physical contact by a staff member towards a pupil is lawful, necessary and, therefore, appropriate. For example, administering first aid, comforting a distressed child, guiding or PE instruction.

When determining whether contact is appropriate, staff must use their professional judgement and consider safeguarding context, pupil age, any known vulnerabilities and whether an alternative strategy could achieve the intended purpose.

5.4 Reasonable Force for Searching Pupils

The Education Act 1996 section 550ZA gives the Headteacher, and any staff member authorised by them, the statutory powers to search a pupil or their possessions where they have reasonable grounds to suspect that they are in possession of a prohibited item.

Prohibited items are those set out in legislation and include 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 property.

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, consistent with the principles set out in this policy. Reasonable force must not be used to search for items that are banned only under a school's own rules (e.g. sweets or fizzy drinks).

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 DfE Guidance on Searching, Screening and Confiscation (July 2022). Staff involved in searching pupils will have authorisation from the Headteacher and will receive appropriate guidance and training.

6. Seclusion

Seclusion is defined with the DfE's Restrictive Interventions statutory guidance as a nondisciplinary, short-term safety measure which involves keeping a pupil confined to a place away from others and prevented from leaving. It may only be used in situations where a pupil is experiencing high levels of emotional or behaviour dysregulation and there is a serious immediate risk of harm to themselves or others. In such circumstances, the pupil is not acting with intent.

Seclusion must never be used as a punishment, a sanction, a planned behaviour management strategy or as a response to deliberate non-compliance where there is no immediate risk. It must only ever be used to reduce an immediate risk of harm and must not be used to coerce, threaten or control a pupil.

Where seclusion is used, the place in which a pupil is confined must be safe, suitable and nonthreatening, considering the pupil's age, any SEND or medical conditions, vulnerabilities and sensory needs. 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. 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.

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 affected pupils must be supported to rejoin others safely when they are able to do so.

Any incident involving seclusion must be treated as a significant safeguarding event and all incidents of seclusion must be recorded and reported in line with the statutory duties set out in the Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025 and Education and Inspections Act 2006 (sections 93 and 93A).

Following any incident of seclusion, appropriate post-incident actions must be taken, including welfare checks, reflection, support and review of preventative strategies.

7. Recordkeeping

Bradford Girls' Grammar School recognises that incidents involving restrictive interventions are significant safeguarding events. The BDAT Trust Board and local governing body of Bradford Girls' Grammar School are required to ensure that clear procedures are in place for the recording and reporting of all relevant incidents.

7.1 Recording of Significant Incidents Involving the Use of Force

All significant incidents involving the use of reasonable force must be recorded in writing as soon as practicable after the event and staff should endeavour, wherever possible, to complete records no later than the same day.

Appendix One provides a template recording form that can be used. BDAT expects that, regardless of the recording form used, all records of the use of reasonable force should be uploaded onto the pupil's chronology on CPOMS.

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:

- The name of the pupil and the names of the staff directly involved
- The date, time, location and approximate duration of the incident
- A brief account of what happened, including any known context, antecedents, triggers and behaviours of concern
- Details of any preventative or deescalation strategies attempted prior to the use of force
- Where relevant, the type of reasonable force used, and the degree of force applied
- A brief explanation of why the use of force was assessed as necessary at the time
- Details of any physical injuries, distress or welfare concerns
- Details of any immediate and ongoing post-incident support, including medical attention if it is provided

The requirement to make a record applies even where the use of restrictive interventions has been discussed or anticipated as part of a positive handling or behaviour support plan.

7.2 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 Bradford Girls' Grammar School will endeavour to do this 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, if applicable

Bradford Girls' Grammar School will discuss any incident with parents including any relevant triggers, the effectiveness of preventative strategies, and whether any positive handling plan, behaviour support plan or individual pupil risk assessment requires review.

Exceptions to the duty to report apply only where:

- The pupil is aged 20 or over
- 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.

7.3 Recording and Reporting of Seclusion and Non-Force Restraint

All incidents involving seclusion or restraint without physical force must be recorded and reported in accordance with the 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 positive handling or behaviour support plan. Records must be completed as soon as is practicable and on the same day as the incident wherever possible.

Where an incident of seclusion or non-force restraint transpires to also include the use of reasonable force, Bradford Girls' Grammar School will follow the significant incident reporting procedure set out above. There is no requirement to record the same information twice.

8. Post-Incident Support and Review

Following any restrictive intervention, Bradford Girls' Grammar School will ensure that appropriate and timely actions are taken to safeguard the physical and emotional wellbeing of all those involved, to understand what happened and why, and to reduce the likelihood of future incidents.

8.1 Immediate Welfare and Medical Checks

As soon as possible after the incident, staff will check the pupil and any staff involved for any signs of injury, distress or illness. Where appropriate, first aid will be administered by someone appropriately trained with further professional medical assessment or treatment sought as necessary.

Any injuries or health concerns will be recorded in line with Bradford Girls' Grammar School health and safety and first aid procedures. Any RIDDOR reportable injuries will be reported to the Health and Safety Executive in line with policy.

8.2 Emotional Wellbeing and Safeguarding Support

Bradford Girls' Grammar School recognises that restrictive interventions can be distressing for all who are involved. Consideration will, therefore, be given to the emotional wellbeing needs of the pupil involved, any staff involved, and any pupils who may have witnessed the incident.

Support may include access to pastoral staff, counselling services, trusted adults or other appropriate support mechanisms that are reasonably available to the school.

8.3 Reflective Debrief and Learning

Bradford Girls' Grammar School will hold reflective debriefing conversations following incidents involving restrictive interventions. These discussions are intended to support wellbeing, enable learning and improvement, and reduce future risk. Where appropriate, debriefs will include:

- A factual review of what happened and why
- Reflection on early warning signs and triggers
- Consideration of what preventative and deescalation strategies were used and their effectiveness
- Identification of any alternative approach that may reduce the likelihood of recurrence

Where possible, debriefs should be facilitated by a member of staff who was not directly involved in the incident and may include measures to capture pupil and parental voice where appropriate.

Appendix Two provides a serious incident review template that may be used to support this process when appropriate.

8.4 Review of Support and Risk Management

Following any restrictive intervention, Bradford Girls' Grammar School may review relevant positive handling plans, behaviour support plans, individual pupil or wider risk assessments and any other reasonable adjustments as required. Changes will be made where necessary to better support the pupil, address underlying needs and strengthen preventative measures.

If a positive handling plan, behaviour support plan or risk assessment is not currently in place for the pupil involved (e.g. because it is the first incident of this nature), a plan may be implemented at this point in collaboration with the pupil and parents should the circumstances deem it necessary.

8.5 Repairing Relationships and Reintegration

Bradford Girls' Grammar School is committed to repairing and rebuilding relationships after 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.

8.6 Monitoring and Escalation

Leaders will monitor incidents and post-incident actions to identify patterns, emerging risks or training needs. Where restrictive interventions occur repeatedly or where concerns arise, this will trigger further review, multi-agency engagement where appropriate, and escalation through safeguarding and/or SEND processes.

9. Governance

The BDAT Trust Board and Local Governing Body of Bradford Girls' Grammar School recognises that the use of restrictive interventions is a significant safeguarding matter and will provide appropriate

oversight to ensure that practice across our school is lawful, proportionate and focused on prevention.

In line with our statutory duties and the DfE's Restrictive Interventions guidance of April 2026, the Local Governing Body, under the delegated authority of the BDAT Trust Board, will ensure that suitable arrangements are in place to support the effective implementation of this policy and the associated recording and reporting duties.

In fulfilling this responsibility, the Local Governing Body will:

- Ensure this policy is implemented and reviewed regularly
- Assure itself that statutory recording and reporting duties are being met
- Receive and consider information about the use of restrictive interventions, including emerging patterns and trends
- Be mindful of any disproportionate impact on pupils with SEND or other identified vulnerabilities
- Use information from incidents to inform discussion about prevention, training and support available
- Ensure that staff are appropriately trained and supported
- 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.

10. Complaints

Any complaints raised in relation to the use of restrictive interventions will be managed in accordance with the BDAT Complaints Policy and Procedures.

Where an allegation is made that a member of staff has used restrictive interventions inappropriately, unlawfully or in a way that may have harmed a pupil or placed them at risk, the matter will be managed in line with Keeping Children Safe in Education and the BDAT Managing Allegations and Low Level Concerns Policy.

Where appropriate, we will work with external agencies to ensure concerns are managed in accordance with statutory guidance. This includes consideration of whether the concerns meet the threshold for referral to the Local Authority Designated Officer (LADO) and whether any immediate safeguarding or risk management actions are required.

Bradford Girls' Grammar School will ensure that allegations are considered objectively based on all the available evidence and that appropriate support is provided to all parties involved.

Learning arising from complaints and allegations will be used to inform training, policy review and preventative practice.

11. Policy Monitoring Arrangements

The implementation of this policy will be monitored by the Local Governing Body of Bradford Girls' Grammar School under the delegated authority of the BDAT Trust Board.

Information on the use of restrictive interventions will be provided on at least a termly basis through the Designated Safeguarding Lead's safeguarding report to governors and/or the Headteacher's report.

This policy will be reviewed on an annual basis to ensure it remains aligned with relevant statutory guidance.

12. Links to Guidance and Other Policies

This Restrictive Interventions Policy reflects existing legislation, including but not limited to:

- 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 Act 1974

It should also be read in conjunction with the following guidance and other BDAT/Academy specific policies:

- DfE Guidance: Restrictive interventions, including use of reasonable force in schools (April 2026)
- Keeping Children Safe in Education
- DfE Guidance on Searching, Screening and Confiscation (July 2022)
- Bradford Girls' Grammar School Behaviour Policy
- Bradford Girls' Grammar School Safeguarding and Child Protection Policy
- Bradford Girls' Grammar School SEND Policy
- Bradford Girls' Grammar School Health and Safety Policy

Appendix One: BDAT Restrictive Intervention Record Section 1: Basic Details

Date:	**Restrictive Intervention Log Number:**

Staff Member Completing Form:			
Time of Form Completion:			
Time of Incident	**Start:**	**End:**	**Duration:**
Location of incident:			

Section 2: Pupil Details

Pupil Name:	**Date of Birth:**	**Year Group:**
SEND Status:	**If SEND, Primary Need:**	**CLA Status:**
Any other relevant vulnerability factors: E.g. medical conditions, children's social care involvement, sensory needs, young carer etc.		

Section 3: Staff Details

Name(s) and Role(s) of Staff Involved:
Name(s) and Role(s) of Staff Witnesses:

Section 4: Incident Details

Brief factual account of what happened, including context and behaviours of concern:
Details of any known or suspected triggers or early warning signs:
Details of deescalation strategies used before restrictive intervention implemented:
Details as to why restrictive intervention was necessary: Why were the preventative and deescalation strategies assessed as insufficient?

Section 6: Restrictive Intervention Details

Type of Restrictive Intervention Used: Reasonable Force/Restraint/Seclusion
Description of Restrictive Intervention: Where physical intervention was required, the below questions should be considered. If it was seclusion, please provide further details in section 8. • What hold was performed? • What position was hold performed in? • How long for? • What degree of force was used?
Was this the least restrictive option available? Why did was this restrictive intervention the best option in the circumstances?

Section 7: Welfare and Medical Details

Were there any injuries or physical effects to the pupil involved? If yes, please provide details.
Was first aid or medical support provided to the pupil involved? If yes, please provide details.
Was there any emotional distress for the pupil involved? If yes, please provide details.

Section 8: Seclusion Details (if applicable)

Where was the pupil secluded?
Was the pupil continuously supervised during the period of seclusion?
How long did the seclusion last for?
How was the pupil supported to exit from seclusion?

Section 9: Post-Incident Actions

What immediate actions were taken in response to the incident? Outline how leaders supported the pupil in the aftermath of the incident.
What further follow-up support is planned? Outline what further actions will be taken to support the pupil.
Student Reflections on the Incident: Explore the student's views on what the cause of the incident was, what triggered the behaviours and anything they think would support in the future

Section 10: Parent/Carer Reporting Details

Date and Time Parents or Carers Informed:
Name of Parent or Carer Informed:
Staff Member Name and Role who Informed Parent or Carer:
If Parent or Carers have not been informed, please provide further details why:

Section 11: Review and Learning

Please provide details of any identified actions that will take place to reduce the likelihood of a future recurrence. This could include: implementation or review of positive handling/behaviour support plan/pupil risk assessment, further staff training or changes to the environment.

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Section 12: Sign Off

Staff Member Completing Form:	**Date:**
SLT Member Reviewing Form:	**Date:**

Time and Date Uploaded onto Pupil CPOMS Chronology:

Appendix Two: BDAT Serious Incident - Root Cause Analysis

Root cause analysis is an approach for identifying the underlying causes of an incident so that the most effective solutions can be identified and implemented. This process should be undertaken after those involved have had time to emotionally debrief from an incident and should include the viewpoints of those present plus any other staff with expert knowledge (e.g. SENDCO, DSL).

- Root Cause Analysis (RCA) is a popular and often-used technique that helps people answer the question of why the problem occurred in the first place. It seeks to identify the origin of a problem using a specific set of steps, with associated tools, to find the primary cause of the problem, so that you can:
- Determine what happened

Brief Summary of Incident	
Date of Incident	
Date of Analysis	

Name of Staff Member Leading Analysis	

- Determine why it happened
- Work out what to do to reduce the likelihood that it will happen again
- RCA assumes that systems and events are interrelated. An action in one area triggers an action in another, and another, and so on. By tracing back these actions, you can discover where the problem started and how it grew into the issue you're now facing.

There are **three** basic types of causes of a serious incident:

- **Physical causes** – Tangible, material items failed in some way
- **Human causes** – People did something wrong or did not do something that was needed. Human causes typically lead to physical causes.
- **Organisational causes** – A system, process, or policy that people use to make decisions or do their work is faulty.

Step	Core Questions	Notes/Observations and Questions Arising
1. Environment	• In what location did the incident occur? • What was the pupil/adult meant to be doing? • Who else was present? • Were there any sensory factors present?	
2. Define the Issue	• What did you see happening? • What are the *specific* behaviours that you observed? Was anything said? • How long did the incident last? • What was the demeanour of the pupil/adult and others present? • What was the impact of the incident on the child/adult and others present?	

3. Identify *Possible* Causal Factors	• What sequence of events lead to the problem? • What conditions allowed the problem to occur? • What other problems surrounded the occurrence of the central problem? • Was there an observable trigger or was it internalised? • Are there any known wider considerations in the life pupil or adult responsible? • What was the immediate outcome for the pupil/adult responsible? • What did they gain, avoid, achieve or change for themselves through their behaviour?	
4. Identify the *Root* Cause	• What is the key reason the problem occurred? • What was the need that the child/adult was trying to meet through their behaviour?	
5. Recommend and implement solutions	• What can you do to prevent the problem happening again? • How can we help to meet the responsible pupil/adult's needs in a more positive way? • Are there any environmental changes that need to happen? • What about systems, policies, risk assessments or support plans? • Were there any strengths in how the situation was handled? • Are there any training requirements for staff?	

	• How will the solution be implemented? How will it be communicated? • What are the risks of implementing the solution? What might go wrong?	

Agreed Outcomes	

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Appendix Three: BDAT Positive Handling Plan Template

	Positive Handling Plan

Name:	**Year Group:**	**SEND Status:**
SEN Status:	**Date of Plan:**	**Review Date:**
Additional Information (e.g. medical data/known medication/asthma/epilepsy/nose bleeds etc): •		
Triggers/Antecedents (describe situations/behaviours known to have led to positive handling being required): •		

Description of current behaviours at each stage of regulation:	
Green	•
Amber	•
Red	•

Preferred supportive strategies (describe strategies which, when and where possible, should be attempted before positive handling techniques are used) - delete/add to as required:	
Green	• Calm approach, praise. • Be listened to
Amber	• Provide and allow time and space to calm down • Listen to concerns • Be left alone unless requests someone to be with you • Staff to call XXX to speak to/help calm down
Red	• Direct instructions • Physically intervene

Describe the preferred physical holds (where absolutely necessary):

Process for reflection, repair and rebuild following the incident (edit/add to as appropriate):
• Speak CLEARLY and SIMPLY explaining WHY action HAD to be taken. • Provide time, before this conversation for student to calm and understand. • Persevere to get student to understand and listen to your points.

Parent/Carer views:
Staff views:
Next steps (edit as appropriate): • Share the outcome of this meeting with key staff. • Allocate a key worker • Reduced timetable – build up to full.

Signatures	
Senior Leader:	**Date:**
Key Worker:	**Date:**
Parent/Carer:	**Date:**

Appendix Four: Summary of Policy Changes

Date	Page	Summary of Change
September 2026	5	Amended the section on when physical intervention may be used to state the conditions when "reasonable force" may be used rather than "restrictive intervention". This aligns more closely with DfE Guidance and does not unnecessarily restrict the scope of the policy.
September 2026	8	Strengthened the definition of Seclusion to bring it more closely aligned with DfE Guidance.