



St Michael's
CofE Primary Academy

Restrictive Interventions Policy



Policy owner	St Michael's CofE Primary Academy
Date adopted	April 2026
Review date	September 2026
Date updated	March 2026

The underpinning principles are underpinned by the vision and core values of the school, which are distinctly Christian:

VISION

The Lord says, 'For I know the plans I have for you plans to give you hope and a future.'
Jeremiah 29 verse 11

As a highly, inclusive, Christian school, St Michael's Church of England Primary Academy values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing community where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom, enabling all to flourish.

MOTTO

Learning to Love – Loving to Learn

'I give you a new command; love each other. You must love each other as I have loved you.'
John 13 v 34

We believe the 4 key values which characterise our school are

FAITH

The love of God revealed in Jesus Christ shapes the life of our school. We value and respect the diverse cultures and faiths represented by our school and wider community. We encourage pupils to share their experiences of faith and culture for the benefit of all.

'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.' **John 3 verse 16**



JOY

We rejoice in our rich and vibrant community. We are committed to a creative, high-quality curriculum which is broad and balanced and embraces pupils' diverse backgrounds, interests and abilities.

'Rejoice in the Lord always. I will say it again: Rejoice!' **Philippians 4 verse 4**



HOPE

The hope revealed through Jesus Christ inspires us, as we equip pupils with the skills, passion and resilience, to achieve goals, giving them confidence as they journey through life.

'But now, Lord, what do I look for? My hope is in you.' **Psalms 39 verse 7**



LOVE

We encourage our pupils to love one another as God loves us. By practising forgiveness and reconciliation, we enable all to live well together and flourish. All at St Michael's play a prominent role in understanding their responsibility to care for the world we share.

'Do everything in love.' **1 Corinthians 16 verse 14**



MISSION STATEMENT

Inclusive and Diverse Community:

We embrace the rich diversity of our whole school community, recognising and valuing each person as a unique child of God. We are fully inclusive, fostering an environment where every individual is supported to thrive, with care tailored to the specific needs of each child and their family.

Christian Vision in Community Partnership:

Our distinctly Christian vision is at the heart of everything we do. We work closely with our local church, diocese, and wider community to nurture a faith-filled, inclusive environment where Christian values shape both our learning and relationships.

Learning and Flourishing Together:

We provide a broad and balanced curriculum that sparks curiosity and a love for learning, enabling all to flourish. Through collaborative learning and community engagement, we create opportunities for every child to grow academically, spiritually and personally in life.

Social Justice and Global Citizenship:

We inspire children to advocate for social justice and equality, both locally and globally. Within our school community, we cultivate a culture of encouragement, endurance and aspiration; inspiring our children to become compassionate leaders who seek to make a difference in the world.

Respectful Dialogue and Shared Values:

In our school community, we foster respectful dialogue, encouraging everyone - children and adults alike - to share differing viewpoints in a safe, supportive environment. We challenge prejudicial behaviours and promote a culture where all voices are heard and valued.

Collective Worship and Spiritual Growth:

Our collective worship is invitational, inclusive and interactive; providing a shared space for the entire school community to grow spiritually. Through worship, we celebrate our faith and nurture the spiritual flourishing of all.

Religious Education and Community Engagement:

We prioritise high-quality religious education, which is a core subject that deepens understanding of faith and fosters empathy and respect for others. Our curriculum integrates community involvement, allowing children to learn and contribute positively within their local and wider communities.

Safeguarding Our Community:

The safety and well-being of every child is our utmost priority. We are committed to ensuring that all members of our school community - children and adults alike - work together to maintain a safe, nurturing environment.



1. Introduction

This policy should be read in conjunction with the Three Spires Trust Restraint Policy, the school's Positive Behaviour Policy and the Child Protection and Safeguarding Policy. It outlines the school's approach to restrictive interventions, including the lawful use of reasonable force.

Restrictive interventions are only used as a last resort, where there is an immediate risk of harm and where all appropriate preventative strategies have been exhausted. The school prioritises de-escalation, early intervention and safeguarding at all times.

This policy is underpinned by the school's Christian vision, promoting dignity, compassion and respect. All actions reflect our commitment to safeguarding, inclusion and the flourishing of every child.

For the purposes of this policy, the Academy Trust is the 'proprietor' and holds overall responsibility for ensuring compliance with statutory duties. Monitoring may be delegated to the Local Governing Body.

This policy ensures the lawful, proportionate and ethical use of restrictive interventions across the school, with a clear focus on prevention, safeguarding and pupil dignity.

This policy should be read alongside:

- St Michael's Positive Behaviour Policy
- Three Spires Trust Safeguarding and Child Protection Policy
- Three Spires Trust SEND Policy
- St Michael's Health and Safety Policy
- Three Spires Trust Complaints Policy

This policy is informed by:

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

Restrictive interventions are actions that directly or indirectly limit a pupil's movement, liberty or freedom to act independently. These may include:

- Physical intervention / reasonable force
- Seclusion (where a pupil is intentionally prevented from leaving a space)
- The use of equipment to restrict movement

The school prioritises preventative and supportive approaches, including relational practice, environmental adaptation and de-escalation strategies, in order to minimise the need for restrictive interventions. These approaches support the safety and wellbeing of all pupils, including those with SEMH needs, SEND or medical vulnerabilities, within an ethos of dignity, care and respect.

School staff have a duty to intervene to prevent pupils from:

- Hurting themselves or others
- Damaging property
- Seriously disrupting good order and discipline



All responses follow a graduated approach, with restrictive intervention used only as a last resort:

- Prevention (relationships, environment, planning)
- De-escalation (verbal support, space, co-regulation)
- Low-level intervention (guidance, prompting, escorting)
- Restrictive intervention (last resort in response to risk of harm)

The welfare of pupils is paramount. Staff are trained to respond safely and proportionately, with a focus on prevention, early intervention and de-escalation at all times. The use of restrictive intervention is never a substitute for effective behaviour support.

This policy reflects DfE guidance (April 2026), Section 93 of the Education and Inspections Act 2006, and the Human Rights Framework for Restraint (EHRC, 2019). It also incorporates statutory responsibilities relating to recording, monitoring and reporting.

Staff must be able to demonstrate that any use of restrictive intervention was reasonable, necessary and proportionate, based on a dynamic risk assessment of the situation and in accordance with Section 93 of the Education and Inspections Act 2006.

Restrictive interventions must never be used as a form of punishment, to enforce compliance, or in situations where there is no immediate risk of harm.

2. Physical Intervention

Staff must attempt preventative and de-escalation strategies before any physical intervention, unless there is an immediate risk of harm. These may include:

- Show care and concern and negotiate alternatives
- Give clear instructions for the pupil to stop
- Remind the pupil of Ready, Respectful, Responsible and likely consequences
- Remove audiences or move pupils to low-stimulation safe spaces
- Make the environment safer by removing hazards
- Use positive guidance, including low-level physical guidance (e.g. escorting), where appropriate
- Ensure colleagues are aware and call for help
- Speak calmly and reassuringly, e.g. "I am doing this to keep you safe."

Principles for Physical Intervention

- Only use physical intervention where it is reasonable, necessary and proportionate, and there is a risk of harm
- Apply the minimum force for the shortest time possible
- Wherever possible, have at least two members of staff present
- If there is immediate risk, one member of staff may intervene, with others called to assist as soon as possible
- Interventions must be an act of care and control, not punishment
- Do not use physical intervention solely to enforce compliance
- Reduce and stop the intervention as soon as it is safe, to support regulation
- Avoid any actions that could cause pain, injury, or restrict breathing
- Discuss the incident with the pupil and inform parents/carers as soon as possible
- Record the incident on CPOMS in line with school procedures



3. Use of Restrictive Interventions

Any restrictive intervention must be a last resort and only used where there is an immediate risk of harm. It must always be reasonable, necessary, proportionate and the least restrictive option available.

Staff must consider:

- The immediate risk of harm to the pupil, others, or property
- Whether appropriate alternative strategies have been attempted
- Information from dynamic and risk assessments

Interventions must respect dignity, rights and individual needs in line with the EHRC framework. Where appropriate, individual behaviour support plans and risk assessments will detail agreed preventative strategies.

4. Seclusion

Seclusion is a restrictive intervention where a pupil is temporarily placed in a room or area from which they are intentionally prevented from leaving, in order to prevent harm to themselves or others, or serious disruption.

Seclusion must always be:

- Proportionate and necessary
- Used only when other de-escalation strategies have been unsuccessful
- Applied for the shortest time possible
- Never used as a punishment or for convenience

Supervision

- Pupils in seclusion must be subject to continuous monitoring (including continuous visual supervision wherever possible)
- Staff must remain immediately available to intervene if the pupil becomes distressed or at risk
- The pupil must be released immediately once the risk of harm has reduced

Recording and Reporting

- All seclusion incidents must be recorded on CPOMS in line with school procedures
- Parents/carers must be informed promptly, ideally on the same day
- Following any incident, the pupil, staff and parents/carers should be debriefed
- Senior leaders must review the incident to identify preventative strategies and update behaviour support plans

Schools should prioritise alternatives wherever possible, including:

- Supporting the pupil to move to a less stimulating environment on a voluntary basis
- Using guiding, escorting, or access to calm-down spaces
- Applying relational approaches, emotional coaching and staff support

5. Risk Assessments

Staff must respond to unforeseen or emergency situations by conducting a dynamic risk assessment. Individual risk assessments are required for pupils:

- With challenging behaviour
- With SEMH needs affecting emotional regulation



- Where physical intervention is likely due to SEND, SEMH, or medical needs

Risk assessments must:

- Reference the pupil's EHCP and behaviour support plan
- Detail effective strategies and any interventions to be avoided
- Consider age, developmental level, SEND, SEMH, and social context
- Be co-produced with parents/carers and, where appropriate, pupils
- Include reasonable adjustments in line with the Equality Act 2010
- Ensure restrictive interventions are not used as a substitute for unmet need
- Involve relevant external agencies where appropriate
- Be reviewed regularly and shared with relevant staff

6. Post-Incident Debrief

Following any incident, a debrief must take place as soon as practicable to support reflection, emotional processing, and future planning.

Support will be provided as required. Senior leaders will:

- Speak with staff and pupils involved
- Provide time and space for recovery where needed
- Offer pastoral support to staff involved in restraint or seclusion
- Review and update risk assessments and behaviour support plans where necessary

7. Recording and Reporting

All incidents must be recorded as soon as practicable, ideally on the same day.

- Incidents must be logged on CPOMS and alert SLT
- SLT review is required for all incidents
- Relevant school recording systems must be completed (Internal form - STM Restrictive Intervention Incident Report Form) and attached to CPOMS
- Parents/carers must be informed promptly, ideally on the same day, via telephone or face-to-face communication, followed by written confirmation
- Any injury to pupils or staff must be recorded and reported
- All staff involved must contribute to the record before leaving site wherever possible

Records must include:

- Time, date, location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable

Communication with parents/carers will be clear, factual and supportive, ensuring reassurance that the pupil is safe and that any intervention was proportionate and ended as soon as possible.

8. Monitoring and Evaluation

DSL/DDSLs will review each incident and take appropriate action where required. Monitoring will ensure that restrictive interventions are not used disproportionately against pupils with protected characteristics or other identifiable groups.



Data will be used to:

- Identify trends and inform staff training
- Support termly reporting to the Trust
- Evaluate effectiveness, safety and fairness
- Inform updates to policy, risk assessments and safeguarding procedures

The Trust Board will receive assurance regarding the use of restrictive interventions. Monitoring is delegated to the Local Governing Body, which will receive an annual summary to support oversight.

Data monitored includes:

- Frequency of incidents
- Pupil groups
- Repeat incidents

9. Complaints and Allegations

Complaints or allegations relating to the use of restrictive interventions will be managed in accordance with the school's Complaints Policy and Trust procedures.

Any allegation involving the use of force will also be considered in line with safeguarding procedures and may be referred to the appropriate authorities where required.

All concerns will be taken seriously, investigated promptly and outcomes recorded. This includes consideration of any safeguarding thresholds where appropriate.

10. Other Physical Contact with Pupils

Not all physical contact with pupils is restrictive. Appropriate physical contact may include:

- Guiding or leading a pupil
- Comforting a distressed pupil
- Praising or congratulating pupils
- Supporting teaching
- Administering first aid

Such contact must always be appropriate, proportionate and in line with safeguarding and professional conduct expectations.

11. Staff Training and CPD

Physical intervention training (sometimes referred to within the school as 'respectful restraint') is accredited, medically reviewed and proportionate. Staff complete a full-day training course led by qualified trainers (NFPS BTEC L3) at St Michael's and The Ark, covering:

- Safe and proportionate physical techniques
- De-escalation strategies
- Dynamic and personal risk assessment
- Post-incident procedures and safeguarding considerations

Staff who complete the course qualify at Level 2 in Physical Intervention.



All staff have the legal power to use reasonable force; however, trained staff should lead physical interventions wherever possible.

- All staff receive training in preventative strategies, de-escalation and restrictive interventions
- Trained staff must refresh training annually
- Training records are maintained and auditable
- Training is linked to reducing restrictive interventions and promoting safe practice



Appendix: Staff Decision-Making Flow Chart

BEFORE IT ESCALATES

- Calm tone
- Give clear, simple instructions
- Offer choices or alternatives
- Reduce audience / stimulation
- Move to calm or safe space
- Call for support early

Say:

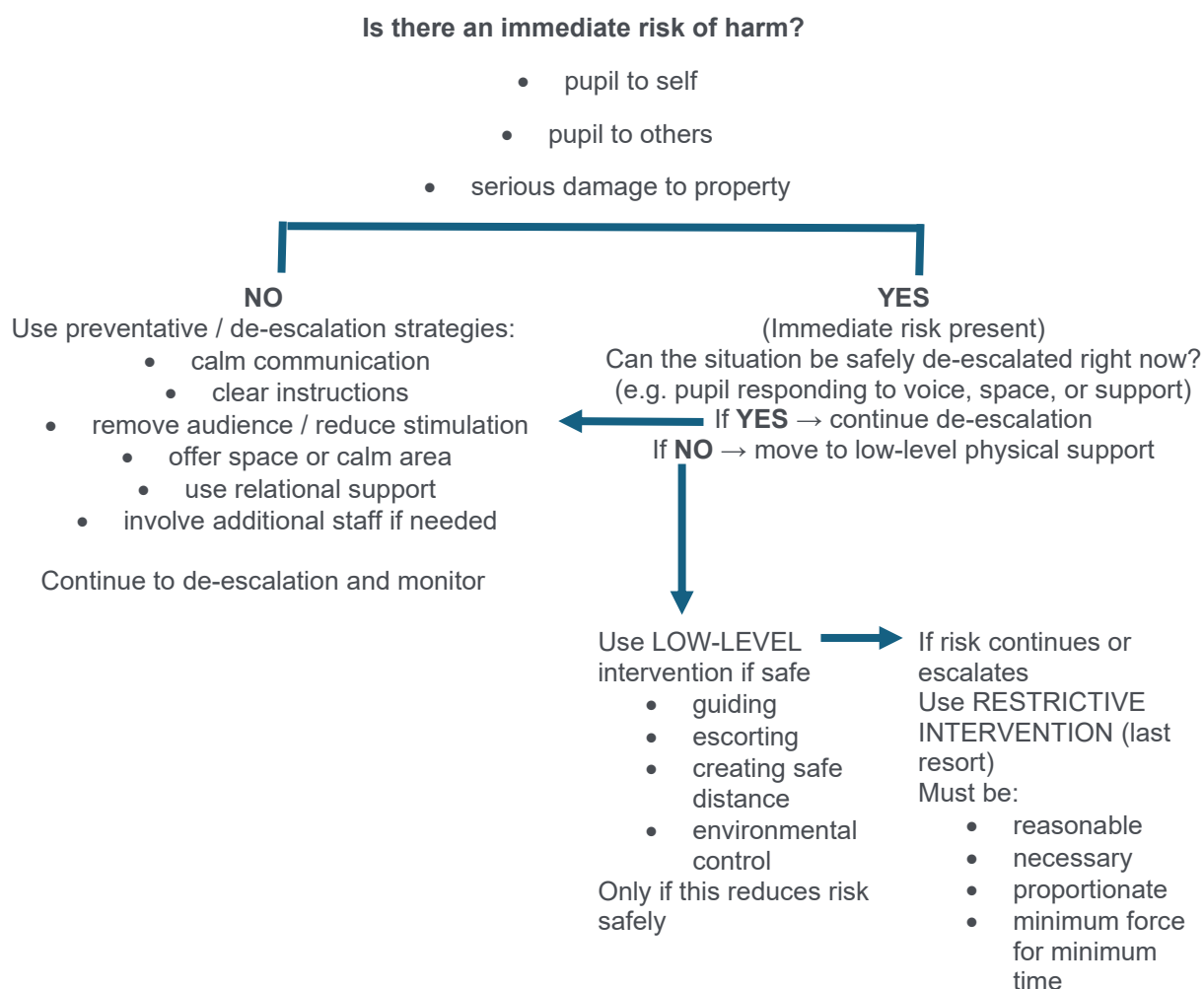
"I can see you're struggling. I'm here to help you stay safe."

"It is okay to feel _____. It is not okay to _____"

DE-ESCALATION

- Stay calm and neutral
- Use minimal language
- Allow processing time
- Avoid confrontation or public challenge
- Use space, not pressure

Aim: reduce emotional intensity, not "win compliance"



Appendix: Flow chart – reporting

Phone call/face to face with parent

Complete internal reporting form

Complete parent report using the template

Log on CPOMS (see below)

CPOMS A RAPTOR TECHNOLOGIES COMPANY

St Michael's CofE Aided Primary School + Add Incident

Remind Me Hide Names Blank Screen

Back

Student

Begin typing a student's name

Incident

Restraint/Seclusion - Title of which one it is.

Phoned mum.... (notes of conversation)

Copy and Paste parent email here

Categories

☐ Attendance ☐ Behaviour/exclusions ☐ Child on Child ☐ Contact with External Agency ☒ Contact with Parents

☐ Contextual Safeguarding ☐ Emotional and Mental Health ☐ Extremism and Radicalisation

☐ Harmful Sexual Behaviours ☐ Honour Based Abuse ☐ Household/home ☐ Medical ☐ Neglect ☐ Online safety

☒ Positive Handling ☐ Safeguarding Concern ☐ Searches ☐ SEND ☐ Social Care Involvement ☐ Substance use

Positive Handling Subcategories

☐ Non-force related constraint ☒ Restrictive Intervention ☐ Seclusion ☐ Significant incident

☐ Use of reasonable force

Select -contact with parents/positive handling/restrictive interventions – seclusion

CPOMS

Dashboard Reporting Planner Library Admin Account Settings Support

← Main Menu Live Chat

Date/Time 17/04/2026 13:44

Status Closed

Monitoring will end if you select 'No Further Action'

Assign to Begin typing a staff member's name

Files Click to browse or drag a file to upload

Alert Staff Members Begin typing a staff member's name

DSLs Behaviour SEND

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add to planner ☐

Submit Incident

Attach internal report



Appendix: Internal report

STM Restrictive Intervention Incident Report Form

SECTION 1: BASIC /PUPIL DETAILS

Completed by:	
Date of incident:	
Location of incident:	

Pupil name:	
SEND status (SEN Support / EHCP):	None/ SEN Support / EHCP
Primary need (if known):	SEMH/C&I/P&S/C&L
Relevant medical, sensory, communication or vulnerability factors:	

SECTION 2: STAFF INVOLVED

Name and role of staff member(s) directly involved:	
Names of any witnesses:	

SECTION 3: DESCRIPTION OF INCIDENT

Brief factual account of what happened and any known triggers:	
Strategies used before restrictive intervention:	• Calming strategies • Limited choices • Redirection • Distraction • Safe space/area • Trusted adult • Individual strategies as listed in risk assessment • Verbal support and guidance • Reassurance • Time and space to regulate • A quiet, controlled environment to calm down safely • Humour • Planned ignoring • Change of face • Other:

SECTION 4: RESTRICTIVE INTERVENTION USED

Physical restraint / Seclusion	
Type of intervention used:	• A seated hold • A safety hold • A guiding hold • Placed in a safe space (Reflection room)
Degree of force:	Using the least amount of force necessary, providing minimal physical support. To safely regulate their emotions.
Why this intervention was assessed as necessary:	• Risk to self



	• Risk to others • Risk to safe physical environment • Prevention of physical harm • Prevention of criminal offence • Prevention of injury
Duration of restrictive intervention:	Approximately [??] minutes

SECTION 5: WELFARE AND MEDICAL INFORMATION

Were there any injuries?	YES	NO
<i>Details</i> Complete body map on CPOMs if any injuries.	If Yes provide details.	
Follow up support:	[Brief description of what happened after the restraint]	

SECTION 6: PARENT/CARER REPORTING

Has the incident been reported to parents/carers?	YES	NO
Method:		
Name of person who reported to parent/carer:		
If not reported, state statutory reason:		

REVIEW AND LEARNING

DSL/DDSL will then follow up and 'action' on CPOMs – They will outline any need to review behaviour support, risk assessment, reasonable adjustments, training, referrals or environment changes.



Appendix: Reporting to parents

Key points

Standardise language across staff (reduces risk in complaints)

Avoid emotional or subjective wording (“angry”, “out of control”)

Keep everything:

- factual
- observable
- defensible

Core Principle

Parents don’t need the training terminology or internal language.

They need to understand:

- their child was safe
- the intervention was proportionate
- staff acted appropriately

Restrictive interventions, including use of reasonable force, in schools

Recording the use of force (statutory guidance)

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil’s behaviour support plan.

Schools should communicate this information to parents in writing. For example, via email or online messaging system.

Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate.

This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may use this information to amend any existing behaviour support plans, as needed.



Reporting duties (ISSR paragraph 32A)

Schools must also have procedures for informing parents in writing as soon as practicable and no later than the same day.

Use of force - a written report must include:

Time, date, location and duration

Why force was necessary

The type and degree of force used

Details of any injuries.

Seclusion and non-force restraint - parents must also receive written information, although the regulations do not prescribe specific content. Schools may use the minimum standards for force as a helpful guide.

Best Practice

What you need to report to parents

When reporting to parents, you don't need to share everything the staff member(s) recorded. The written communication you share can be a shorter version of the original report(s).

As a minimum you should include:

- The time, date, location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary
- If force was used, a brief account of what type of reasonable force was applied, and the degree of force
- Details of any physical injuries sustained (if relevant), and any medical treatment

You don't need to include:

- The name(s) of the staff member(s) involved
- What led up to the incident, any known triggers and preventative or de-escalation strategies used

While both settings must report incidents in writing, the form of that report differs:

- **Maintained Schools:** Must supply a copy of the actual written record of the seclusion or restraint incident to parents.
- **Independent Schools & Academies:** Must ensure they provide written information about the incident. They have more **flexibility** in the format such as an email, letter, or a message through a school app as long as it covers all required details.



Date/Time/Location	An [date] at [time] in [location]
Reason: A brief account of why the intervention was assessed as necessary	<u>Restraint</u> [Pupil Name and brief description] and became [risk]. Staff used [strategies] to de-escalate. When these were not successful, immediate intervention was necessary. <u>Seclusion</u> [Pupil Name and brief description] and became [risk]. Staff used [strategies] to de-escalate. State the risk that prompted the intervention • At risk of harming themselves • At risk of harming other pupils • At risk of harming staff • Likely to cause significant damage to property • In need of safe removal from a dangerous situation • In need of immediate action to prevent injury • showing signs of distress that could have led to harm Include de-escalation strategies • calming strategies • limited choices • redirection • distraction • safe space/area • trusted adult • Individual strategies as listed in risk assessment • verbal support and guidance • reassurance • time and space to regulate • a quiet, controlled environment to calm down safely • Change of face
Type of intervention used: If force was used, a brief account of what type of reasonable force was applied and the degree of force	<u>Restraint</u> Staff used [type of force], using the least amount of force necessary, providing minimal physical support, [purpose] This intervention lasted approximately [length] <u>Seclusion</u> [Pupil] was supported to regulate their emotions in a safe space for approximately [time] Type of force A seated hold A safety hold A guiding hold Degree of force Using the least amount of force necessary, providing minimal physical support. Purpose to keep [name] and others safe to respond to an immediate risk of harm



	to prevent injury to limit movement to prevent harm to support [name] to move to a quiet area to regulate
Follow up: Details of any physical injuries sustained (if relevant), and any medical treatment	<u>Restraint</u> [Pupil] was monitored at all times and remained safe throughout. [No injuries occurred/Details of injuries] <u>Seclusion</u> Staff monitored at all times, offering [strategies] to support regulation. [Pupil] remained safe throughout. [No injuries occurred/Details of injuries]

Restraint example

Subject: Lauren MacDonald – 28/03/2026

Dear Ms MacDonald,

In relation to our earlier communication, please find below a written record of the incident:

On 28th March at 11am, in the classroom, Lauren became distressed during an argument with a peer and was at risk of harming other pupils. Staff used limited choices, distraction and the offer of a safe space to de-escalate. When these were not successful, immediate intervention was necessary.

Staff used a guiding hold, using the least amount of force necessary, providing minimal physical support, to support Lauren to move to a quiet area to regulate. This intervention lasted approximately 10 minutes.

Lauren was monitored at all times and remained safe throughout. No injuries were sustained.

If you have any questions or would like to discuss the incident further, please do not hesitate to contact us.

Kind regards,

Seclusion example

Subject: Lauren MacDonald – 28/03/2026

Dear Ms MacDonald,

In relation to our earlier communication, please find below a written record of the incident:

On 28th March at 11am, in the Reflection room, Lauren was showing signs of distress and was at risk of harming themselves. Staff used calming strategies to de-escalate. Lauren was supported to regulate their emotions in a safe space for approximately 10 minutes. Staff monitored at all times, offering reassurance to support regulation.

Lauren remained safe throughout.

If you have any questions or would like to discuss the incident further, please do not hesitate to contact us.

Kind regards,



Restraint template

Subject: [Pupil Name] – [Date]

Dear [Parent/Carer],

In relation to our earlier communication, please find below a written record of the incident:

On [Date] at [Time], in the [Location], [Pupil Name and brief description] and became [risk]. Staff used [strategies] to de-escalate. When these were not successful, immediate intervention was necessary.

Staff used [type of force], using the least amount of force necessary, providing minimal physical support, [purpose]. This intervention lasted approximately [length]

[Pupil] was monitored at all times and remained safe throughout. [No injuries occurred/Details of injuries]

If you have any questions or would like to discuss the incident further, please do not hesitate to contact us.

Kind regards,

Seclusion template

Subject: [Pupil Name] – [Date]

Dear [Parent/Carer],

In relation to our earlier communication, please find below a written record of the incident:

On [Date] at [Time], in the [Location], [Pupil Name and brief description] and became [risk]. Staff used [strategies] to de-escalate. [Pupil] was supported to regulate their emotions in a safe space for approximately [time] Staff monitored at all times, offering [strategies] to support regulation.

[Pupil] remained safe throughout. [No injuries occurred/Details of injuries]

If you have any questions or would like to discuss the incident further, please do not hesitate to contact us.

Kind regards,

