

OWLCOTES MULTI-ACADEMY TRUST

Restrictive Interventions Model Policy



March 2026

Table of Contents

Scope of the policy.....	3
Purpose of the policy	3
Legal Framework and Guidance.....	3
Key Definitions	4
Roles and Responsibilities.....	4
Prevention and Positive Behaviour Support.....	5
Behaviour Individual Pupil Risk Assessments (BiPRA) and PBSPs.....	5
Use of Reasonable Force.....	6
Personal Safety and Staff Wellbeing.....	6
Staff Training.....	6
Restrictive Interventions.....	7
Prohibited Practice during Restrictive Physical Intervention	7
Summary of Approved Team Teach Holds	8
SEND, Medical and Equality Considerations.....	9
Seclusion and Withdrawal spaces.....	9
Recording and Reporting Duties — Why It Matters.....	9
Restrictive Interventions Recording Process	10
Notification of parents/carers	10
Review of Incident	11
Monitoring and Review.....	11
Data Analysis.....	11
Policy Review	11
Complaints and Allegations	11
Equality Impact Statement	11
Appendix 1: Restrictive Interventions Recording Form.....	12
Appendix 2: Restrictive Intervention Parent Form (RIPF).....	17

OMAT Restrictive Interventions Model Policy

Scope of the policy

- Physical intervention
- Seclusion

Purpose of the policy

This policy sets out Armley Park Primary School's approach to care, control, and the lawful use of restrictive interventions, in line with statutory and best practice guidance from the Department for Education (DfE).

The policy covers reasonable force, restraint, seclusion, and other practices that may restrict a pupil's movement or liberty. It applies to all staff, volunteers, and contractors working with pupils on or off the school site.

We reaffirm our commitment to:

- Safeguarding and pupil welfare.
- Prevention and de-escalation as first-line strategies.
- Ensuring any physical intervention is necessary, proportionate, time-limited, and used only as a last resort.

Legal Framework and Guidance

This policy aligns with Section 93 of the Education and Inspections Act 2006, which gives school staff the power to use reasonable force where lawful. It reflects current and forthcoming statutory guidance from the Department for Education (DfE):

- Restrictive Interventions, Including the Use of Reasonable Force in Schools
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Reducing the Need for Restraint and Restrictive Intervention (DfE/DHSC, 2019) – promoting prevention and positive behaviour support.

The policy also upholds duties under the Equality Act 2010 and the Human Rights Act 1998.

Our Values and Ethos

At Armley Park Primary School, our approach to care and control is rooted in our mission: to give every child the best experience we can.

We believe that every member of our school community has the right to:

- Recognition of their unique identity
- Respect and dignity in all interactions
- A safe, supportive environment for learning and growth
- Protection from harm, violence, and discrimination

We promote a preventative, positive behaviour culture built on relationships, high expectations and inclusive practice. These principles underpin our commitment to safeguarding and wellbeing, ensuring that all pupils can thrive academically, socially, and emotionally.

Key Definitions

- Reasonable force: physical contact by a member of staff to control or restrain a pupil, using no more force than necessary. Control may be passive (e.g., standing between pupils) or active (e.g., leading a pupil by the arm).
- Restrictive intervention: any planned or reactive action (physical or non-physical) that limits a pupil's movement, liberty or independence, including seclusion. Reasonable force is one type of restrictive intervention.
- Restraint: a form of restrictive intervention involving direct physical contact intended to prevent, restrict or subdue movement of the whole body or part of the body.
- Time out: restricting access to positive reinforcement as part of a plan, in a space the pupil can freely leave.
- Withdrawal: supporting a pupil away from a distressing situation to a place of continuous observation until they are ready to resume activities.
- Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Roles and Responsibilities

Clear roles and responsibilities are essential to ensure this policy is not just a document but a living framework for safeguarding and positive behaviour management. Each role contributes to consistency, accountability, and continuous improvement.

Headteacher

The Headteacher provides strategic leadership and operational oversight. This includes:

- Ensuring all staff receive appropriate training in de-escalation and restrictive intervention techniques.
- Maintaining accurate logs for all incidents and reviewing them regularly to identify trends.
- Handling complaints promptly and fairly, ensuring transparency and trust.
- Leading on policy implementation, embedding expectations into the school culture and monitoring compliance.

SENDCo

The SENDCO ensures that pupils with additional needs receive tailored support. Responsibilities include:

- Delivering specialist training to staff on managing behaviour for pupils with SEND.
- Adapting strategies and interventions to meet individual needs.
- Developing and reviewing individual behaviour plans and risk assessments.
- Raising staff awareness of vulnerabilities and ensuring reasonable adjustments are applied.
- Developing behaviour interventions.

Designated Safeguarding Leads (DSLs)

The DSLs play a critical role in safeguarding and compliance. Duties include:

- Monitoring adherence to this policy and ensuring interventions are lawful and proportionate.

- Organising safeguarding training for staff.
- Reviewing incidents to identify lessons learned and recommending improvements to practice.

Governors

Governors provide oversight and challenge to ensure accountability. Their role includes:

- Review and approve the school's written policy on restrictive interventions.
- Ensure compliance with national Department for Education (DfE) and local authority guidelines.
- Monitor data trends to identify if specific groups of pupils are disproportionately affected.
- Holding leaders accountable for training compliance, policy review and safeguarding standards.

All Staff

All staff need to ensure they follow this policy and:

- Prioritise de-escalation strategies.
- Ensure Proportionality: If physical contact is necessary, it must be the minimum force required for the shortest time possible.
- Follow both internal and external reporting requirements.

Prevention and Positive Behaviour Support

At Armley Park Primary School, our priority is to prevent situations from escalating and to create a safe, supportive environment where restrictive interventions are rarely, if ever, needed.

Primary Prevention focuses on proactive measures to reduce risk and promote positive behaviour. This includes:

- Deploying appropriate staffing levels and ensuring staff are trained and confident in preventative strategies.
- Avoiding known triggers through personalised planning and environmental adjustments.
- Creating opportunities for choice, achievement, and success to foster engagement and reduce anxiety.
- Designing learning spaces that support purposeful learning and inclusive practices.

Secondary Prevention involves recognising the early signs of distress and acting swiftly to prevent escalation. Staff will use:

- Diversion and distraction techniques to redirect behaviour.
- Diffusion strategies to reduce tension.
- De-escalation approaches, including calm communication and non-threatening body language.

All staff receive regular training in de-escalation (team teach) ensuring responses are sensitive and supportive.

Behaviour Individual Pupil Risk Assessments (BiPRA) and PBSPs

Where additional planning is needed, the school uses Positive Behaviour Support Plans (PBSPs) tailored to individual pupils, based on thorough risk assessments. These plans prioritise preventative strategies and outline clear steps for managing behaviour safely and consistently.

Where behaviour presents foreseeable risks, a Behaviour Individual Pupil Risk Assessment (BiPRA) will be completed which includes a behaviour plan. These will be developed with the child and their

parent/carer and, where appropriate, external professionals. BiPRAs/PBSPs are “Safe Systems of Work” under Health and Safety regulations and must be followed by all staff. Staff are provided with BiPRA training if required or requested. Teachers are responsible for disseminating the information in the BiPRA with support and cover staff.

Plans will be reviewed at least termly, after any significant incident, and whenever circumstances change. BiPRAs will be stored on Arbor (MIS). With consent, plans may be shared with relevant services to promote consistent approaches.

Use of Reasonable Force

All staff at Armley Park Primary School are authorised under Section 93 of the Education and Inspections Act 2006 to use reasonable force where lawful and necessary. This authorisation is not discretionary; it forms part of every staff member’s duty of care to protect pupils and maintain safety. The use of reasonable force is to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging Property
- Causing disorder among pupils at the school whether during a teaching session or otherwise

Authorisation applies only when interventions are:

- Proportionate to the risk presented.
- Necessary to prevent harm, injury, or serious disruption.

Consistent with the principles outlined in this policy and DfE guidance (Use of Reasonable Force in Schools, 2013; Restrictive Interventions Guidance, effective April 2026).

Staff must never act outside these parameters. Any misuse of force will be treated as a safeguarding concern and managed under statutory procedures.

Personal Safety and Staff Wellbeing

Staff must avoid placing themselves at undue risk; where self-defence or breakaway is necessary, only the minimum force should be used. Staff with temporary or permanent medical conditions that may impact their ability to implement BiPRAs/PBSPs must inform the Headteacher immediately. Staff attire should minimise risk during interventions (e.g., avoiding jewellery that could cause injury; appropriate, secure footwear).

Staff Training

Effective implementation of this policy depends on high-quality training for all staff. Training ensures interventions are safe, lawful, and aligned with best practice. Our approach includes:

- Accredited Behaviour Management Training:
 - All staff complete Team-Teach Level 1 training, covering positive handling principles and de-escalation strategies.
 - Staff identified as likely to use restrictive interventions complete Team-Teach Level 2, which includes advanced techniques.
- Regular Refreshers:
 - Training is updated periodically to maintain competence and confidence.
- Specialist Modules and level 3 training

- Specialist Modules and Level 3 training might be undertaken for specific staff dependent upon individual cases and risk prevention.
- Induction and Ongoing Communication:
 - New staff receive policy training during induction. Weekly staff briefings update staff and reinforce key principles as required.

Restrictive Interventions

Restrictive interventions, including reasonable force, must only be used as an absolute last resort when all other strategies have failed or are clearly insufficient to prevent immediate harm. Their use must always be:

- Necessary to manage a serious and imminent risk.
- Proportionate to the level of threat posed.
- Time-limited, ending as soon as the risk subsides.
- Consistent with statutory guidance (DfE Use of Reasonable Force in Schools, 2013 and Restrictive Interventions Guidance, April 2026).

Permissible Circumstances

Restrictive interventions may only be considered when it is essential to:

- Prevent injury to the pupil or others (e.g., stopping a child from running into traffic or harming another pupil).
- Stop a pupil committing a criminal offence (e.g., vandalism or theft during a high-risk incident).
- Prevent serious damage to property (e.g., breaking glass or damaging electrical equipment).
- Prevent significant disruption to the school environment (e.g., a pupil causing chaos in a classroom that threatens safety).

Principles for Use

- The intervention must involve the minimum force necessary for the shortest possible time.
- Staff must continue verbal de-escalation throughout and explain actions calmly.
- Interventions must never be used as punishment, to enforce compliance with rules, or in anger.
- Where possible, a second adult should be present to assist and witness the intervention.

Examples of Last Resort Scenarios

- A pupil physically attacking another child or member of staff.
- A pupil attempting to abscond from school grounds into a dangerous area.
- A pupil engaging in behaviour that poses an immediate risk of serious injury (e.g., climbing onto a high ledge or tampering with electrics).

Prohibited Practice during Restrictive Physical Intervention

The following are prohibited:

Restricting Airways - Techniques must never restrict breathing or place pressure on the neck, throat, or chest.

Unsafe Cross-Body Holds - Staff must not use holds that twist limbs or the torso or create unsafe leverage.

Pain-Inducing Techniques - Pain compliance, pressure points, or force designed to cause pain must never be used.

Using Restraint as Punishment - Restrictive intervention must never be used as a consequence.
Prolonged Restraint - Interventions must be the shortest duration necessary.

Summary of Approved Team Teach Holds

Level 1	Level 2
Disengagements Arm Responses • Side step in • Drop Elbow • Pump • Conductor • Clock • Crossover Clothing Responses • Tube grip • Closed fist hold (one handed) • Closed fist hold (Two handed) • From Behind Hair Responses • One handed hold • Two handed hold • Oyster • Knuckle roll • Knuckle Slide Body Responses • Fix and stabilise • Bar and gate • Sweep away • Entwined Fingers Prompts, Guides and Separations • Show and go • Caring C guide • Help hug • Turn, gather, guide • Half shield • Arm waltz • X Support • Single person double elbow (I would class this as a restrictive intervention)	(Level 2 covers all of Level 1 as well) Small child module • Moving in hold • Sitting on chairs/in beanbag • Change of face • Response to dead weight • Single person double elbow • Small child escort Two Person Holds • Friendly • Single elbow • Figure of four • Double elbow • Moving in hold and response to deadweight • Seated hold • Responses to other risks (e.g. head, legs) • Change of face

Advanced Techniques

Where comprehensive risk assessment indicates a foreseeable risk of serious injury that cannot be controlled otherwise, advanced techniques (e.g., Team-Teach Ground Recovery Holds) may be considered only following a multi-disciplinary meeting, consultation with parents/carers, and additional training. Without parental support for the planned intervention, alternative provision may need to be explored. All ground recovery holds (prone/supine) will be reported to the Local Authority Headteacher Adviser for Care and Control (Leeds) in line with local protocols.

SEND, Medical and Equality Considerations

Before considering restrictive interventions, staff will consider reasonable adjustments, health needs, disabilities and SEND, and consult relevant professionals as appropriate. The school will meet its duties under the Equality Act 2010 to avoid substantial disadvantage to disabled pupils (including provision of auxiliary aids and services) and will uphold rights under the Human Rights Act 1998.

Seclusion and Withdrawal spaces

Armley Park Primary School recognises that Restrictive Interventions Guidance, April 2026 sets clear expectations for the lawful and proportionate use of seclusion and withdrawal spaces. These strategies must only be used in exceptional circumstances and never as a routine consequence.

Withdrawal Spaces

Withdrawal spaces may be used as a short-term crisis intervention to help pupils calm and regain self-control. Conditions for use:

- Never locked — pupils must be able to leave freely at any time.
- Continuous supervision by a trained member of staff.
- Purposeful and time-limited — used only to reduce immediate risk and support emotional regulation.
- Recorded as part of the pupil's behaviour record in line with school procedures.

Seclusion

Seclusion involves keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. Armley Park Primary school follows the DfE guidance, and ensures that this practice:

- Must not be used as a routine behavioural consequence.
- May only occur in an emergency where there is a significant and immediate risk of harm.
- Requires continuous observation and monitoring to safeguard the pupil.
- Must be recorded as a restrictive intervention electronically on CPOMS, with full details logged on CPOMS under a behaviour incident and reviewed by the DSL and senior leadership.

Follow-up actions must include a review of the pupil's Positive Behaviour Support Plan (PBSP) and risk assessment, and a debrief with the pupil and staff involved.

Recording and Reporting Duties — Why It Matters

Recording and reporting incidents is not just a procedural requirement; it is fundamental to transparency, accountability, and safeguarding. Accurate records:

- Protect pupils and staff by providing a clear account of events.
- Enable governance oversight and compliance with statutory duties.

- Support continuous improvement by identifying patterns and informing training and risk assessments.
- Ensure parents/carers are fully informed and engaged in safeguarding processes.

There are statutory duties in the Department for Education (DfE) 'Restrictive Interventions, Including the Use of Reasonable Force in Schools' document which requires schools to:

- Record all significant incidents involving restrictive interventions, including restraint and seclusion.
- Notify parents/carers as soon as practicable after an incident.

school name Primary adopts these standards now as best practice.

Restrictive Interventions Recording Process

To ensure consistency and compliance, all incidents involving restrictive interventions must follow this process:

- All staff must notify the Headteacher, DSL or DDSL verbally as soon as possible after the intervention has taken place.
- Complete the Restrictive Interventions Recording Form (Appendix 1) form within 24 hours of the incident. This form may be embedded in CPOMS as part of the restrictive interventions tag so that it can be completed digitally on the system.
- If a paper copy has been completed then upload the form to CPOMS and select the correct tag.
- Notification to OMAT Central Team [through the intranet](#).
- The form Includes:
 - Lead-up events and triggers.
 - De-escalation strategies used.
 - Intervention details (type of hold, duration).
 - Injuries and medical checks.
 - Child's voice and parent feedback.

Notification of parents/carers

Staff need to ensure that parents are aware of the use of a restrictive intervention. Staff will:

- Contact parents as soon as possible after the incident through a phone call or face-to-face conversation
- Provide a follow-up written confirmation within 24 hours.

The Headteacher or a senior leader will complete the Restrictive Intervention Parent Information Form (Appendix 2) and this will be emailed to the parent.

A copy of this form will be uploaded to CPOMS.

Parents/carers should not be informed if it appears that doing so would be likely to result in serious harm to the pupil. In this instance, the incident must be reported to any parent who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident. In Leeds, this should be reported to the Education Safeguarding team.

Review of Incident

Following any incident, a debrief will occur for the pupil and staff, after an appropriate calming period. Support may include emotional wellbeing checks, restorative conversations, and access to counselling where required. Lessons learned will be used to update BiPRA/PBSP and practice.

Monitoring and Review

Effective monitoring and review are essential to ensure this policy is implemented consistently and achieves its aim of reducing restrictive interventions over time.

The Headteacher will review CPOMS logs termly to identify patterns, trends, and any emerging risks. This analysis will inform preventive measures, staff training priorities, and updates to individual plans. Governors will receive termly reports summarising incident data, compliance with recording and reporting duties, and progress toward reduction targets.

The policy will be reviewed annually, or sooner if legislation or DfE guidance changes, to maintain alignment with statutory requirements.

Data Analysis

Incident data will be collated and analysed, examining patterns by:

- Time and setting (e.g., classroom, playground, transitions).
- Staff involvement (to identify training needs).
- Pupil groups (including SEND, FSM, gender) to ensure equity and targeted support.

Findings will be used to:

- Inform preventive actions and environmental adjustments.
- Shape staff development and refresher training.
- Update curriculum and behaviour strategies to reduce triggers.

Policy Review

This policy will be reviewed annually, or sooner if legislation or DfE guidance changes, to maintain alignment with statutory requirements.

Complaints and Allegations

Any allegation of unreasonable force or injury will be handled under safeguarding procedures, with consultation with the Local Authority Designated Officer (LADO) as appropriate. Staff have a Duty of Care to report concerns about the misapplication of physical intervention to the Headteacher, a Senior Leader or the Chair of Governors.

Equality Impact Statement

This policy upholds the Equality Act 2010 by eliminating discrimination, advancing equality of opportunity, and fostering good relations. All interventions will consider protected characteristics and ensure reasonable adjustments for pupils with SEND.

Appendix 1: Restrictive Interventions Recording Form

A means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Used as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. Examples include physical intervention, mechanical restraint and seclusion. It is expected that the information below will be recorded using the specific form on CPOMS. If it is not possible to record the information electronically, the form below can be completed and then it must be uploaded to CPOMS.

Incident Details

School	
Name of child	
SEN status <i>Including whether the pupil involved has an identified special education need or disability and their SEN status code</i>	
Class / year group	
Date of incident	
Time of incident	
Location of incident	
Name(s) of staff who performed the physical intervention	
Name(s) of staff who were present during the incident <i>This includes witnesses, staff who provided verbal reassurance</i>	
Why was the intervention assessed as necessary?	To prevent or stop the continuation of: ☐ A criminal offence ☐ Injury to themselves ☐ Injury to others ☐ Damage to property ☐ Serious disruption to good order and discipline

Details of the incident

This section should include a chronological narrative of the incident, including build-up / antecedents, identified or potential triggers, key de-escalation strategies used, names of physical interventions used, the degree of force used, any injuries sustained (if applicable), and post-incident / recovery details.

--

De-escalation Strategies

If a strategy was effective but is not in the pupil's PBSP, this should be added to the PBSP.

Strategy used <i>e.g. choices, distraction, reassurance, etc.</i>	Is this in the child's PBSP? <i>Yes, No</i>	Was this strategy effective? <i>Yes, Somewhat, Not at all</i>

Restrictive Physical Intervention (RPI)

A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.

Name of technique <i>Please delete any techniques for which you/your staff have not been trained</i>	Was this technique used? <i>Tick if yes</i>	How many times within this incident?	Duration of RPI <i>If used multiple times, record individual durations</i>
Help hug	☐		
Single person double elbow	☐		
Small child escort (single person)	☐		
Small child escort (two person)	☐		
Beanbag hold	☐		
Friendly escort (two person only)	☐		
Single elbow (two person only)	☐		
Figure of four (two person only)	☐		
Two-person double elbow	☐		
Seated hold	☐		
Half shield / arm waltz	☐		
Total duration			

Were any RPIs used which are not listed above? If yes, please describe the technique used.	
Why was this technique used instead of one of the techniques listed above?	
Duration of this RPI <i>If used multiple times, individual duration</i>	

Other Uses of Force or Restrictive Interventions

This may include guides, escorts, personal safety techniques, and any other use of force which does not meet the definition of an RPI, but was used during a significant incident.

Name of technique <i>Please delete any techniques for which you/your staff have not been trained</i>	Was this technique used? <i>Tick if yes</i>	Duration of this technique <i>If used multiple times, record individual duration.</i>
Arm disengagement	☐	
Bite response	☐	
Body disengagement	☐	
Clothing disengagement	☐	
Hair response	☐	
Neck response	☐	
Shepherd	☐	
Caring C guide	☐	
Help hug (non-restrictive)	☐	
Friendly escort (non-restrictive)	☐	
Item used as weapon response	☐	

Were any other uses of force or restrictive interventions used which are not listed above? <i>If yes, please describe the intervention. This may include the use of wheelchair brakes against the student's wishes, or the removal of a walking aid.</i>	
Why was this technique used instead of one of the techniques listed above?	
Duration of this technique <i>If used multiple times, record individual duration</i>	

Ground Holds

Ground Holds are only to be used by Team Teach Advanced Accredited staff. Please delete if not used in your setting.

Name of technique	Was this technique used? <i>Tick if yes</i>	Duration of this technique <i>If used multiple times, record individual duration.</i>
Front ground recovery	☐	
Back ground recovery	☐	
Total duration		

Seclusion

School staff seclude a pupil if they detain a pupil in a place apart from any other person, except the member or members of staff.

Was seclusion used? <i>Tick if yes</i>	Was a staff member in the room with the child? <i>Tick if yes</i>	How was the child prevented from leaving the space? <i>This may include locking the door, blocking the exit, or through fear of punishment</i>	Duration of seclusion <i>If used multiple times, record total duration.</i>
☐	☐		

Injuries

If necessary, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible.

Name of staff member who checked child for injuries after incident	
Did the child sustain any injuries? <i>If yes, please give details.</i>	
Did the child require any further treatment e.g. First Aid, hospital treatment, etc.? <i>If yes, please give details.</i>	
Did the child suffer any other adverse impacts? <i>Any emotional, behavioural, educational, or social effects experienced by the pupil following the incident</i>	
Did any staff sustain an injury during the incident? <i>If yes, please give details, including any further treatment required.</i>	

A CF50/CF50a should only be completed if the injury sustained is notifiable or reportable. Minor injuries, such as those requiring no more than on-site support (first aid, wellbeing breaks etc.) do not require a CF50/CF50a to be completed.

Reporting to Parent/Carer

Has a report been made to parent / carer? <i>Please refer to DfE Guidance for reporting requirements</i>	☐ Yes ☐ No (please explain why):
Method of contact <i>e.g. telephone, email, in person, etc.</i>	
Date of contact	

Post-Incident Support

What post-incident support is specified in student's Positive Behaviour Support Plan?	
How and when was this support provided?	
Were any other post-incident actions undertaken? <i>This may include a review of BIPRA/PBSP, referral to external services, fixed-term exclusions etc.</i>	

Pupil Voice

Please detail views of the student following the incident <i>For pre-verbal students, this may include observations</i>	
How was Pupil Voice collected? <i>eg. Written statement, restorative conversation, observations.</i>	
Date collected	

Sign Off

Name(s) of staff completing the form	Date completed

Please add any internal procedures here, such as referral to SLT.

Appendix 2: Restrictive Intervention Parent Form (RIPF)

Subject: Follow-up: Formal notification regarding today's incident

Dear [Parent Name],

Following our telephone conversation earlier today, I am writing to provide formal written confirmation of the incident involving [Name], as required by our school's Restrictive Interventions Policy.

Incident Details

Date	
Time	
Duration of intervention	
Location	
Intervention used	
Details of any injuries sustained	

As we discussed, the safety and wellbeing of our students is our absolute priority. This written notification ensures that our records accurately reflect the details we shared during our call and confirms that the school's agreed procedures were followed to maintain a safe environment. We value your input and would like to invite you into school for a follow-up meeting/if you want to discuss this matter further or have any questions, please do not hesitate to contact us. This will be an opportunity to discuss the incident in more detail, review [Name]'s current support plan, and look at strategies to prevent a recurrence.

Meeting Details:

- **Date:** [Insert Date]
- **Time:** [Insert Time]
- **Location:** [Insert Location/Main Reception]

Please let us know if this time is convenient for you, or if you would like to propose an alternative. Thank you for your ongoing support and cooperation.

Yours sincerely

[Headteacher/Staff Member Name] [Job Title]

**This Restrictive Interventions Policy was adopted by Armley Park Primary
School on 14.07.2026**

Chair of Governors – Mr B Tummons		
Signature:		Ben Tummons
Frequency of review:	1 year	
To be reviewed and approved by:	APPS Full Board	
Date of next review:	July 2027	

REVIEW RECORD

Date of review	Reason for review	Date of next review

Name:		Signature:	
-------	--	------------	--

on behalf of APPS Full Board

Date of review	Reason for review	Date of next review

Name:			
-------	--	--	--

on behalf of APPS Full Board

Date of review	Reason for review	Date of next review

Name:		Signature:	
-------	--	------------	--

on behalf of APPS Full
Board