



Incident reporting in settings where the residential school community and education provision share the same space

The [Scottish Physical Restraint Action Group](#) (SPRAG) is a member-led group, formed in 2019, to consolidate and build on practice developments around reducing, and where possible eliminating, the physical restraining of children and young people in residential childcare.

SPRAG has been working closely with the Care Inspectorate to support changes to the information required when services report incidents.

The **residential school community** is expected to adhere to different external reporting and recording mechanisms for incidents that happen in the **care** setting of their provision than for incidents that happen in the **education** setting of their provision (See p.4-5 and p.11 of [Records that all registered children and young people's care services must keep and guidance on notification reporting](#) for more detail on this).

Ensuring accurate data is collated, recorded and reported will make it easier for services to evaluate outcomes for the children and young people who are subject to restraint and other restrictive practices. It will also support services to ensure that accurate data related to both restraint and other restrictive practices is recorded correctly and not over- or under-reported.

How to use the scenarios

These scenarios, accompanied by the correct reporting procedures that follow, were jointly developed by members of SPRAG and the Care Inspectorate as a resource for the residential and education sector to aid decision making when reporting incidents.

These scenarios may be useful to individuals, for use in team meetings, or in learning and development sessions.

If you have any questions or feedback related to this resource, please contact celcis@strath.ac.uk

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Restrictive practices reporting examples

Scenario 1: Amy

Amy is a residential pupil in a secure accommodation service. She is being supported in school by Mary who is a residential member of staff. Mary is on her day off from the care setting but has picked up an extra shift within the school. Amy becomes distressed at lunch time and this results in her being secluded by Mary. Mary is injured during the incident.

Reporting procedure

This is not reportable to the Care Inspectorate as Mary was acting as school staff when the incident occurred (and school were responsible for Amy when the incident occurred).

Scenario 2: Bobby

Bobby is a day pupil in a school care accommodation service. He is being supported by Noel, a member of the residential staff team, in his classroom. A change to his daily routine leads to him becoming dysregulated and this results in him being restrained by Noel.

Reporting procedure

This is not reportable to the Care Inspectorate as Bobby is a day pupil (and Noel was acting as school staff when the incident occurred).

Scenario 3: Chloe

Chloe is a residential pupil in a secure accommodation service. She becomes unwell during the school day and residential staff are contacted to collect her so that she can return home. Orla and Pat, both residential staff, arrive to collect her, but Chloe finds the unplanned change to her day difficult. Her behavioural distress becomes heightened to the point that Orla and Pat physically intervene.

Reporting procedure

This is reportable to the Care Inspectorate as care was responsible for Chloe when the incident occurred.



Scenario 4: Danny

Danny is a day pupil in a school care accommodation service. They are taking part in a school outing in the local community, whilst being supported by Quinn, a school member of staff, and Roger, a residential member of staff. Danny becomes distressed whilst out in the community, and this results in Quinn and Roger physically restraining Danny.

Reporting procedure

This is not reportable to the Care Inspectorate as Danny is a day pupil (and school are responsible for young people during school outings).

Scenario 5: Emma

Emma is a residential pupil in a school care accommodation service. She is on her way into school supported by Sam, a residential member of staff. An incident with another young person, Frank, occurs. Frank is a day pupil and is injured during the incident. Emma is secluded by Sam as a result of the incident.

Reporting procedure

This is reportable to the Care Inspectorate as care was responsible for Emma when the incident occurred.

Scenario 6: Finn

Finn is a residential pupil in a secure accommodation service. He is being supported in school by Thomas, a member of school staff. Thomas and Finn are in the corridor when an incident occurs. Thomas physically intervenes and calls for support. Gary, another residential young person, is injured during the incident.

Reporting procedure

This is not reportable to the Care Inspectorate as school were responsible for Finn when the incident occurred.



Scenario 7: Gemma

Gemma lives in a care home and is supported by staff from the care home to attend the local school. Ursula, a residential member of staff, is supporting Gemma in school when an incident occurs which results in Ursula restraining her.

Reporting procedure

This is reportable to the Care Inspectorate as Ursula was the responsible member of staff when the incident occurred.

Scenario 8: Hannah

Hannah is a residential pupil in a school care accommodation service. During the school day she runs away from school. The residential house is called, and Vanessa, a residential member of staff, responds. Vanessa follows Hannah and physically intervenes to prevent Hannah accessing the nearby train line.

Reporting procedure

This is reportable to the Care Inspectorate as residential staff have been called to respond to this incident, rather than education responding, meaning responsibility has transferred back to the care setting.

Scenario 9: Indigo

Indigo is a residential pupil in a secure accommodation service. Indigo is being supported in school by William, a residential member of staff, when an incident occurs. William physically intervenes. Indigo's dysregulation continues into the afternoon at school, leading to William restraining Indigo on two further occasions. Once Indigo returns to the residential setting, the incident continues, leading to William physically intervening for a fourth time.

Reporting procedure

This is reportable to the Care Inspectorate from the time the school day ended, and care became responsible for Indigo. In terms of internal recording and reporting, this could be captured as one incident (if that meets the organisation's internal procedures).



Scenario 10: Jack

Jack is a residential pupil in a secure accommodation service. During the school day an incident occurs, and the residential house are called to support. Xavier, a residential member of staff, responds. Xavier physically restrains Jack and remains with him for some time afterwards until Jack has reengaged with the school day. Xavier then returns to the residential house alone.

Reporting procedure

This is not reportable to the Care Inspectorate as Xavier was acting as school staff when the incident occurred (and school were responsible for Jack when the incident occurred).

Scenario 11: Kierra

Kierra lives in a care home and is home schooled due to her levels of social anxiety. Yvonne, an education member of staff, is supporting Kierra with education in her residential house when Kierra becomes distressed. This results in her being restrained by Yvonne.

Reporting procedure

This is not reportable to the Care Inspectorate as education were responsible for Kierra when the incident occurred.

Scenario 12: Liam

Liam is a residential pupil in a school care accommodation service. At lunchtime, Liam returns to his residential house for lunch. He is supported by Zach, a residential member of staff, at home during the lunch break. An incident with another young person, Mia, occurs. Liam is secluded by Zach as a result of the incident.

Reporting procedure

This is reportable to the Care Inspectorate as care was responsible for Liam when the incident occurred (as he had returned home for lunch).