



Ein cyf/Our ref LN/00699/25

Douglas Ross MSP  
Convener - Education, Children and Young People Committee  
The Scottish Parliament

ecyp.committee@parliament.scot

30 June 2025

Dear Douglas,

Thank you for your letter dated 04 June regarding the Restraint and Seclusion in Schools (Scotland) Bill.

Please see a response to the following information requested by the Committee, as part of the Stage 1 scrutiny of the Bill:

- In Wales, what guidance is provided to education providers on the use of restraint and seclusion in schools and whether it is statutory guidance?
- Are there specific training providers and programmes in relation to the use of restraint and seclusion in schools?
- What data is collected in relation to the use of restraint and seclusion in schools and is this collated centrally?
- Are there any formal reporting duties to parliament in relation to restraint and seclusion in schools data?

In 2022, the Welsh Government published the [Reducing restrictive practices framework](#). The Framework is clear that restrictive practices should only be used as a last resort to prevent harm to an individual or others. The guidance is intended to ensure that those who work with children and adults across relevant settings and services share a common framework of principles and expectations, underpinned by a human rights approach.

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

This Framework is non-statutory; however, it sets out the Welsh Government's expectations for policy and practice across childcare, education, health and social care settings. As such the Inspectorates: Estyn; Healthcare Inspectorate Wales and Care Inspectorate Wales consider compliance with the approach set out in the Framework when undertaking inspections.

The Framework reinforces that all practitioners and carers should have value based training and ongoing support in developing skills to work within a preventative framework. Examples of preventative frameworks include Positive Behavioural Support, recovery-based approaches, restorative justice, Safewards, PACE (Playfulness, Acceptance, Curiosity and Empathy) etc. Different settings, organisations and sectors will need to consider which approach is most appropriate for them in promoting a human rights based, person-centred approach to reducing restrictive practices.

In addition, the Welsh Government has issued statutory guidance on [Keeping Learners Safe](#) to support schools in creating and maintaining a safe learning environment for children. This guidance must be read and followed by local authorities and governing bodies of maintained schools (including maintained nursery schools), voluntary-aided and foundation schools, and further education institutions, under section 175 of the Education Act 2002.

All schools have statutory duties to operate in a way that takes account of the need to safeguard and promote the well-being of all children. The arrangements that local authorities and governing bodies have in place to comply with these statutory duties need to ensure reasonable measures are taken to minimise risks of harm to children's well-being and that appropriate actions are taken to address concerns about the well-being of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.

In the event of any safeguarding issues or concerns, immediate action will be taken by the Welsh Government, in conjunction with the relevant safeguarding lead in the local authority, to ensure that the correct processes, procedures and above all the safety of the young person is taken into account. Each school is required to identify a Designated Safeguarding Person (DSP) who will ensure that staff, learners and parents feel confident that they can raise issues or concerns about the safety or well-being of learners, and that they will be listened to and taken seriously.

I recently held a National Summit on behaviour in schools and colleges on May 22 and as a result, I have already committed to updating our suite of guidance which includes our *Safe and effective intervention – use of reasonable force and searching for weapons guidance*. This commitment is included in my [5 immediate actions to take to tackle behaviour](#) which I published at the end of the Summit as well as my [written statement](#).

Yours sincerely,

**Lynne Neagle AS/MS**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education