



Restrictive Intervention Policy

This policy also applies to EYFS pupils and children in our Nursery Provision

Introduction

The governors and staff of Bedford Greenacre Independent School understand the difficulties surrounding this area of safeguarding and are committed to providing support and care to both the children and staff, in accordance with the ethos of the school, whilst understanding the need for sensitivity. All members of school staff have a legal power to use reasonable force in certain circumstances.

Relevant Legislation:

- Restrictive interventions, including use of reasonable force, in schools. Guidance for schools in England April 2026
- The Schools (recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025
- The Health and Safety at Work act 1974
- The Equality Act 2010
- KCSIE 2026

Physical contact

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- To give first aid
- To guide or escort younger pupils such as holding hands
- To comfort a distressed pupil
- To congratulate or praise a pupil
- To demonstrate an exercise or technique during P.E or Games or holding a musical instrument

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- The school's child protection and safeguarding (or any other relevant) policies
- The applicable circumstances, such as whether there are other adults or pupils present
- The individual pupil's age and any other material factors, including but not limited to; whether the pupil has SEND or other vulnerabilities, past trauma or previous adverse life events
- Any other alternative strategies that do not include physical contact

Restrictive Interventions

In exceptional circumstances a member of staff may need to take any necessary action that is consistent with the concept of restricted interventions. Before intervening physically, staff should wherever practicable, tell the pupil who is misbehaving to stop, and communicate what will happen if they do not. The staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. In such cases only the minimum force necessary will be used whilst maintaining a calm and measured approach.

Staff members of Bedford Greenacre Independent School should not put themselves at risk of injury. In these circumstances, the teacher should remove the other pupils who may be at risk and seek assistance from a colleague or colleagues and if necessary, telephone the police. Staff should inform the pupil(s) that they have sent for help. Until assistance arrives, staff should continue to attempt to defuse the situation orally and try to prevent the situation from escalating.

Types of Incidents

There are a wide variety of situations in which restricted interventions might be appropriate, or necessary, to control or restrain a pupil or situation. They fall into four broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury to staff or pupils.
- Where a criminal offence is being committed or attempting to be committed.
- Where damage is being made to property.
- Where an action is causing disorder among pupils at the school, whether during a teaching session or otherwise.

Intervention Strategies

The three key areas of restrictive intervention are:

- **Seclusion:** Involving keeping a pupil confined to a place away from others, and preventing them from leaving, in order to protect them from harming themselves or others, either by physical obstruction, blocking or enforcing sanctions if they leave. Seclusion is classed as a protection measure this differs from isolation which is a disciplinary measure. This takes the form of continuous supervision, for shortest possible duration and should include welfare checks and a clear criteria for ending seclusion.
- **Restraint:** any intervention which immobilises a pupil or limits their movements.
- **Reasonable force:** Includes any physical restrictive interventions. All members of school staff have a legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In all circumstances staff should try to minimise the need for restrictive interventions through early support, prevention and use of de-escalation strategies.

The following interventions must not be used except where there is an immediate and unavoidable threat to life and no safer alternative is available:

- Any hold that restricts breathing, airflow or circulation.
- Holding a pupil by the throat, neck or collar.
- Any hold that places pressure on the chest, neck, throat, abdomen or back.
- Holding a pupil face down (prone restraint).
- Any restraint that deliberately causes pain.
- Twisting, forcing or hyper-extending joints.
- Pulling a pupil by the hair or ears.
- Slapping, punching or kicking a pupil.
- Tripping a pupil deliberately.
- Using restraint as a punishment or disciplinary sanction.
- Using restraint to secure compliance where there is no risk of harm.
- Mechanical restraints except where prescribed and agreed as part of a medical care plan.
- Restricting access to food, drink, medication or toilet facilities.
- Locking a pupil alone in a room as a disciplinary measure

Restrictive intervention must always be the last resort, used only when necessary to prevent injury, serious damage to property, serious disorder or the commission of an offence. The least restrictive intervention for the shortest possible time must always be used.

Use of reasonable force to search pupils

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a legally prohibited item. At Bedford Greenacre this is any member of the senior leadership team.

Recording Incidents

Any member of staff that uses reasonable force or seclusion on a pupil must inform a member of the senior leadership team and the incident should be recorded as soon as possible.

In an incident requiring physical intervention staff must inform the Principal and write a detailed report of the incident to help prevent any misunderstanding or misrepresentation of the situation.

In addition, any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

All incidents reported will be kept in a central file, incidents will be monitored and evaluated by the Principal, members of SLT and governors.

The school should be aware of:

- antecedents/triggers;
- de-escalation strategies tried
- exact intervention used;
- injuries;
- record of parental notification;
- SLT review outcome;
- lessons learned

Planning for Incidents

If the school is aware that a pupil is likely to behave in a way that may require physical control or restraint, it will plan how best to respond in the situation. The school will endeavour to:

- Manage the pupil and situation by diffusing the situation
- Involve the parents to ensure that they are clear about the specific action the school may need to take
- Brief staff to ensure that they know exactly what action should be taken and where appropriate provide training or guidance
- Ensure that additional support can be summoned if appropriate.

General Guidelines

- Any member of staff that uses reasonable force or seclusion on a pupil must inform a member of the senior leadership team and the incident should be recorded as soon as possible. A copy of the form should be kept in a central file.
- Parents should be informed as soon as possible and a meeting arranged to address the issues.
- If appropriate, the pupil and staff member involved should receive a medical assessment and treatment of any injuries.
- The Principal, members of the senior leadership team and governors will monitor and evaluate all incidents reported.
- All staff should receive periodic training in restrictive intervention applications and receive training on any updates to this policy.
- The school will record evidence of pupils learning from any incident
- BGI will have an Individual Risk Assessment and Positive Behaviour Support Plan where restrictive intervention is foreseeable.

Restrictive Intervention Report Form

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Outcomes:	
Follow up actions:	
Reported to:	Name of parent or Guardian informed:

