

Thomas Telford School



Restrictive Intervention Policy

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Approved by: Governing Board

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Purpose

Thomas Telford School is committed to safe, inclusive environments where students can thrive academically, socially and emotionally. Restrictive interventions (including the use of reasonable force and seclusion) are used only when necessary to prevent harm and always in ways that uphold dignity, safety, rights and equality. This is exceptionally rare at Thomas Telford School.

This policy sets out principles, roles and procedures, and the recording, reporting and oversight required under the updated statutory framework. This policy applies to all staff (teaching and support), leaders, Governors, Trustees, volunteers and contractors while supervising students on or off site. It must be read alongside the School Behaviour Policy, Safeguarding and Child Protection Policy, and Searching and Confiscation Policy.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a student from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among students at the school, whether during a teaching session or otherwise

Force must not be used: as punishment; to inflict pain; in a way that restricts breathing or blood flow (e.g., pressure on the neck, nose, mouth or abdomen); or in any degrading or abusive manner.

Seclusion may be considered only as a safety measure, for the shortest time, where the student's acute dysregulation presents an immediate risk of harm and other measures are not viable. All seclusion incidents must be recorded and reported to parents under the 2025 Regulations: 'seclusion is a non-disciplinary intervention'.

Prevention and De-escalation (Core Practice)

The school will work to minimise the need to use restrictive interventions as a priority. Whole-school measures include:

- Consideration of how the school and classroom environment can support all students to achieve and thrive (seating plans, thoughtful lesson planning, a positive atmosphere as outlined in the Behaviour Policy, high standards and expectations)
- Supervision on corridors and around the school
- Staff using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-student relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

Staff will prioritise non-physical strategies, including: calm, non-confrontational communication; use of time/space and movement; distraction/redirection; offering choices and

adjustments to environment/routine; removing an audience; supportive adult presence; sensory/regulation strategies; and planned withdrawal.

The school will maintain a graduated response and access to targeted support as required to minimise risk (e.g., Nurture, Inclusion Centre, PRC, LSAs, pastoral support, etc). This includes close consideration to students with SEND in order to understand and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

If physical intervention becomes necessary

Staff should:

- Communicate clearly what you are doing and why; prompt positive responses; use simple directions;
- Use only approved, safest holds consistent with accredited training;
- Use minimum force for the shortest time, continually reassessing risk;
- Call for assistance where possible;
- Relax/release as soon as the student regains self-control.

Staff should not:

- Act in anger or beyond competence;
- Involve other students;
- Use holds that risk the airway, breathing or circulation; twist joints, bend fingers, pull hair;
- Use force as punishment, or in any degrading or abusive way

After an Incident

Immediate actions: check for injuries; provide first aid/medical assistance; stabilise the environment; offer emotional support to the student and others; inform a senior leader and the DSL.

Debrief & learning: a timely, restorative debrief with the student, involved staff and, where appropriate, witnesses. Focus on understanding triggers, improving plans/risk assessments, and reducing future need for intervention.

Recording, Reporting and Oversight (Statutory Duties)

What must be recorded

Records must include, as a minimum (**See Appendix A**):

- Names of student and staff directly involved
- Any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability and their SEN status code
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and

(where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained

- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Any report to parents will be signed by the Headmaster.

Reporting to parents / carers

The Headmaster will sign any report to parents and staff names will not be shared. A report of the incident made to parents should include the following details as a minimum (**see Appendix A**):

- 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 student's behaviour support plan.

The school will communicate this information to parents in writing.

The school will invite parents to have a follow-up discussion about the incident where appropriate with senior members of staff, and the DSL. 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.

Planning for Predictable or Higher-Risk Behaviours

Where behaviours are reasonably foreseeable, the school will co-produce and review with parents/carers and relevant professionals, with consideration to SEND:

- Individual Behaviour Support Plans/Positive Handling Plans (including proactive support, reasonable adjustments and agreed holds if ever necessary)

Internal Record of Restrictive Intervention – EXAMPLE

Staff, student and incident details

STAFF DETAILS	
Your name (as the member of staff who used a restrictive intervention)	
Your role	
Names and roles of any other staff involved	

STUDENT DETAILS	
Name of student who a restrictive intervention was used on	
Any needs or circumstances of the student, e.g. if the student has SEND	
The student's SEN code, if they have SEN (ask your SENCO if you're not sure)	

INCIDENT DETAILS	
Date of incident	
Time of incident	
Location of incident	
Approximate duration of the intervention	
Restrictive intervention(s) used	
If reasonable force was used: • What type of reasonable force was applied • The degree of force	
Were there any physical injuries to student and/or staff member(s)?	
Details of any physical injuries (if applicable)	

INCIDENT DETAILS

Any support provided after the incident, including any medical treatment for injuries to student and/or staff member(s)?

Incident account

This should be a **brief account** of:

- **What** happened
- **Why** you assessed that it was necessary to use the intervention you used

You should include:

- What led up to the incident
- Any potential or identified triggers
- Any preventative or de-escalation strategies you used

WHAT HAPPENED

WHY I ASSESSED THAT IT WAS NECESSARY TO USE THE INTERVENTION I USED.
AND
WHAT POST-INCIDENT SUPPORT WAS REQUIRED