



# Gosford Park School

## Restrictive Intervention Policy

### **Purpose**

This policy sets out Gosford Park's approach to minimising and, where unavoidable, managing the use of restrictive interventions (including reasonable force and seclusion). It is written in line with the April 2026 restrictive-interventions review and our legal duties (Human Rights Act 1998; Equality Act 2010). It emphasises prevention, de-escalation and pupil-centred practice.

This policy applies to all staff, pupils and governors at Gosford Park and covers behaviour prevention, de-escalation, Team Teach informed physical intervention, recording via Behaviour Smart, reporting and review.

### **Principles**

- **Minimise use:** Restrictive interventions are a last resort. We prioritise environmental, relational and pupil centred strategies so everyday teaching meets pupil needs.
- **Prevention first:** We expect staff to use universal classroom strategies and individual support plans to reduce risk.
- **Pupil-centred practice:** Use the PACE approach (Playfulness, Acceptance, Curiosity, Empathy) when building relationships and during de-escalation.
- **Proportionality and legality:** Any use of force must be reasonable, proportionate and lawful, and documented.
- **SEND and equality:** Adjustments are made for pupils with SEND; behaviour support plans and risk assessments must set out bespoke strategies and, where appropriate, pre-agreed approaches to physical contact.
- **Learning and support:** All incidents will be debriefed, analysed and used to adapt provision and staff development.

### **Prevention and whole-school measures**

- Curriculum and classroom: Ensure sequences build on prior knowledge and reduce frustration; provide predictable routines, clear expectations and sensory-aware environments.
- Staff development: All staff receive training in de-escalation, communication, trauma-informed practice, PACE principles and, where needed, Team Teach techniques
- Relationships: Leaders promote consistent adult-pupil relationships; use restorative language and planned opportunities for pupil voice.
- Identifying triggers: Staff know pupils well to identify triggers and high-risk times/locations (playground, transitions) and deploy prevention strategies.

### **De-escalation (first response)**

- Prevention and de-escalation will always be tried first using calm tone, limited language, PACE approach (playfulness, acceptance, curiosity, empathy), removal of triggers and offering regulated space/time.
- Graduated responses will be used to support pupil behaviour: verbal direction, distraction/choice, brief removal to calm area with known strategies, supported return to learning.
- If risk is escalating, staff will call for additional support while ensuring other pupils are kept safe and supervised.

### **Use of restrictive interventions, including reasonable force**

- Physical intervention (including restrictive holds) is only used when there is an immediate risk of harm to the pupil or others, and after reasonable de-escalation attempts have failed.
- It can be used to prevent or stop a pupil from:
  1. causing injury to themselves or others
  2. committing a criminal offence
  3. damaging property
  4. causing disorder among pupils at the school, whether during a teaching session or otherwise
- When physical intervention is necessary, staff trained in Team Teach techniques should lead, where possible. Staff must:
  1. Use the minimum force, for the minimum time, and only to prevent harm.
  2. Avoid techniques likely to cause pain or restrict breathing.
  3. Follow any pre-agreed actions in the pupil's behaviour support plan and risk assessment.

- Seclusion is only used in line with legal guidance, as an extreme, proportionate, and recorded measure and never as punishment.
- Seclusion is defined by the DFE as a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving.
- It should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.
- Seclusion should not be implemented by staff through threat of punishment.

### **Recording, reporting and data use (Behaviour Smart)**

- All incidents involving restrictive interventions, reasonable force or seclusion must be recorded promptly on Behaviour Smart with: time, location, staff and pupils involved, de-escalation steps tried, reason for intervention, description of intervention, injuries (if any) and outcome. This will link the report to CPOMS.
- Parents will be informed verbally and in writing within 24 hours of the incident.
- Where required by guidance, senior leaders will report incidents to governors and external bodies. Exceptions (e.g. risk of serious harm if parent informed) will be recorded and justified.
- Governors and leaders will regularly analyse Behaviour Smart data to identify patterns, disproportionate use relating to protected characteristics or SEN, and training needs.

### **Post-incident practice and support**

- Immediate welfare checks for both staff and pupils involved in the incident and first aid as required. Injuries will be recorded following the first aid procedures.
- Timely debriefs for pupil and staff, led by a staff member not involved where possible, to repair relationships and inform next steps. This will be recorded on Behaviour Smart.
- Update behaviour support plans/risk assessments after any significant incident and share changes with parents and relevant professionals.
- Offer ongoing pastoral or specialist support to pupils and staff (counselling, external services).

### **Roles and responsibilities**

- Headteacher - ensure policy implementation, training, reporting to governors and liaising with external agencies.
- Senior leaders - quality-assure recording, lead reviews of practice and ensure staff supervision and wellbeing.
- Staff - follow policy, use prevention/de-escalation and record incidents accurately on Behaviour Smart.

- Governors - review restraint/seclusion data, challenge patterns and ensure policy aligns with legal duties.

### **Training**

- All staff receive basic behaviour management and de-escalation training; identified staff receive accredited Team Teach training and regular refreshers. Training includes PACE, cultural competence and adaptations for SEND.

### **Monitoring and review**

- Behaviour Smart data will be analysed termly; findings will inform CPD and policy adjustments.
- This policy will be reviewed annually or sooner after significant incidents or changes in statutory guidance.

### **Legal and guidance links**

- Schools must comply with the Human Rights Act 1998 and Equality Act 2010 and follow the restrictive interventions review (April 2026). This policy should be read alongside the school's behaviour policy, safeguarding policy and SEN provision documents.