



Holy Rood Catholic Primary School, Swindon



Restrictive Intervention Policy 2026/2028

School Vision:

Belong

At Holy Rood Catholic Primary School we aim to provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will have had the opportunity to go on to become ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.





Holy Rood Catholic Primary School

Restrictive interventions, including the use of reasonable force, in schools.

Introduction

This policy should be read in conjunction with the school's Behaviour and Safeguarding & Child Protection Policies. It details how we will implement guidance provided by the DfE, Team Teach and other relevant advice.

The term 'restrictive intervention' is defined as:

A means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways

At Holy Rood Primary School, this includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent restrictive intervention policy supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order and discipline. Furthermore, the school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Staff will be trained to look after pupils in their care and aim to focus on de-escalation techniques wherever possible. If a trained member of staff ever needs to intervene physically they will follow this policy.

In line with The DfE 'restrictive interventions, including reasonable force, in schools' (Guidance for schools in England April 2026) all members of school staff have a legal power to use reasonable force in certain circumstances. 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

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

The DfE guidance and the Act make it clear that school staff have a legal power to use reasonable force. However, wherever possible, only staff trained in the pre-emptive and responsive positive handling strategy techniques of Team Teach will use physical intervention techniques with children, and only when necessary.



Although any member of staff may be required to physically intervene with a student who is endangering themselves or others, damaging property or to maintain good order and discipline, we would expect accredited staff to take over as soon as possible.

In March 2019 the Equality and Human Rights Commission published the guidance document, 'Human rights framework for restraint'. This guidance sets out key principles of articles 3, 8 and 14 of the European Convention on Human Rights (ECHR), incorporated into domestic law by the Human Rights Act 1998, which govern the use of restraint across all settings:

<https://www.equalityhumanrights.com/sites/default/files/human-rights-framework-restraint.pdf>

Team Teach

Team Teach training is always delivered through an accredited provider. Staff will undergo a full and comprehensive course; this may include online self-learning as well as face to face delivery to learn strategies and techniques for de-escalation and restrictive interventions. Refresher courses will be planned/provided as and when appropriate for staff to remain accredited.

The school keep a list of staff qualified to use Team Teach – see appendix 1

Before using restrictive interventions

We take effective action to de-escalate and reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop.
- Reminding the student about rules and likely outcomes.
- Removing an audience or taking vulnerable pupils to a safe place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort pupils to somewhere less pressured.
- Ensuring that colleagues know what is happening and call for help.
- At all times, staff will speak calmly as a way of reassurance e.g. "I am doing this to keep you safe."

Use of restrictive Intervention

The term 'restrictive intervention' is used when force is used to overcome active resistance.

Restrictive Intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. Staff will think creatively about alternatives to restrictive intervention, listed above, which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to challenging behaviour should be **reasonable, proportionate and necessary**. Restrictive intervention must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.



- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure a minimum of two Team Teach trained members of staff present before applying the intervention. Other staff can act as assistants or witnesses.
- Once safe, the intervention should be relaxed to allow the child to regain self-control.
- Intervention should be an act of care and control, NOT punishment.
- Restrictive intervention should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the intervention should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

The definition of reasonable, proportionate and safe practice can change and evolve and this will be kept under review.

Dynamic Risk Assessment - Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.

An unforeseen event may require an emergency response with a dynamic risk assessment. After that event, staff have a duty to plan ahead and prepare a risk assessment and/or De-escalation Plan where appropriate.

De-escalation Plan (including risk assessment process)

Risk assessments are required for pupils who exhibit challenging behaviour and/or have SEND/SEMH. Responsible staff in conjunction with the SENDCo and/or Pastoral Lead, will consider the needs and the appropriate strategies for each individual. This will be collated in a de-escalation document which is shared with relevant staff and parents. These documents are updated annually by the SENDCo and relevant staff and are adapted as and when necessary. Plans will be compatible with a student's EHCP and properly documented in the school records.

An individual risk assessment is essential for pupils whose SEND needs or other medical needs are associated with:

- Communication impairments that make them less responsive to verbal communication
- Physical disabilities and/or sensory impairments
- Conditions that make them fragile
- Dependence on equipment
- Medical conditions, such as epilepsy, that may require additional information and guidance being shared

Post Incident Debrief

After any incident, a full debrief should take place so that learning can inform practice.



Following an incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that pupils and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective.

It is difficult to devise a framework of support that meets the needs of all. As individuals, we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved in any incidents that resulted in any restrictive intervention. If the staff or pupils need time to rest or compose themselves, then the Head Teacher or Deputy Head Teacher will make arrangements for this to happen.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the current risk assessment. Any further action in relation to a member of staff or student will follow the appropriate procedures.

Recording

Within these recording strategies, all details must be recorded within 24 hours of the incident and signed by the teacher involved and the DSL. All staff involved in a restrictive incident should contribute to the record which should be completed in the Bound and Numbered Book before the colleague leaves site that day or, in the event that is not physically possible, at the latest within 24 hours of the event occurring. This should then be scanned into CPOMs. Any injury/harm to staff or children involved in an incident must be reported.

Parents will receive a full account of the incident before the end of the school day by a member of staff involved in the incident or a member of the safeguarding team. This will be followed with a written record of the incident shared with parents via email and/or paper copy using a format provided by school Appendix 2. This written record will be shared within 48 hours of the incident.

All records will be kept for 25 years from the Date of Birth of the student with their student record.

Monitoring and Evaluation

The Head Teacher and DSL will ensure that each incident is reviewed and instigate further actions as required. This information will be shared with the Safeguarding Governor and the Chair of Governors.

Complaints and Allegations

A clear policy, adhered to by all staff and shared with parents, should help to avoid complaints. It is unlikely to prevent all complaints, however in the unlikely event that a complaint is made, please refer to the school's Complaints Policy.



Appendix 1

Team Teach Accredited Members of Staff at Holy Rood Catholic Primary School:

Working across both sites:

Naomi Fry – Head Teacher/DSL

Helen Thomas – Deputy Head/DDSL

Liz Galvin – Pastoral Lead/DDSL

Jo Beard – SENDCo/DDSL

Kelly Doyle – Office Manager

Upham Road Site:

Charlotte Peart – Class Teacher

Clare Gage – Specialist TA

Groundwell Road Site:

Shireen Hunt – TA

Billie Jones – Specialist TA

Verity Glennon – Class Teacher/SMT (maternity leave March 2026)

Cathy Evans – Class Teacher

Yasmin Jackman – TA (maternity leave Dec 2025)



Appendix 2

Restrictive Intervention Report to Parents

Name of Child: _____ Date of incident: _____

Name of adult(s) who used restrictive measures: _____

Location of incident: _____ Duration: _____

If you would like to discuss the incident further, please contact the school office.

What was the reason behind the use of restrictive intervention? (Please highlight the reason(s) below)

In line with The DfE 'restrictive interventions, including reasonable force, in schools' ([Guidance for schools in England April 2026](#)) all members of school staff have a legal power to use reasonable force in certain circumstances. 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**

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

Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts