Restrictive Intervention Policy – Part 2

Policy Code:	
Policy Start Date:	April 2026
Policy Review Date:	April 2027

1. School Context

Greenfields Academy is a specialist SEMH school where behaviour is understood as a form of communication. Our priority is always to understand why a behaviour is occurring and to provide the support, teaching and intervention required to reduce future risk.

Restrictive Physical Intervention (RPI) is not viewed as a behaviour management strategy. It is an emergency safeguarding response that may occasionally be required to prevent serious harm when all reasonable preventative strategies have either been unsuccessful or are inappropriate due to the immediacy of the risk.

Our ambition is to continually reduce the frequency, duration and restrictiveness of interventions through:

- positive relationships
- therapeutic practice
- trauma-informed approaches
- emotional intelligence
- proactive planning
- personalised support
- reflective post-incident learning.

Greenfields Academy adopts Team Teach as its approved behaviour support and physical intervention programme and follows the principles of 95% de-escalation and positive behaviour support, 5% restrictive intervention.

Greenfields Academy provides education for pupils with Social, Emotional and Mental Health (SEMH) needs. Many pupils have experienced trauma, adverse childhood experiences and disrupted education.

Many pupils also present with additional needs including:

- Autism
- ADHD
- Speech, Language and Communication Needs
- Learning Difficulties
- Attachment difficulties
- Anxiety disorders
- Emotional dysregulation

Some pupils may occasionally present behaviours that place themselves or others at immediate risk, including:

- violence towards others
- self-injury

- absconding
- possession of weapons
- serious property damage
- behaviour creating significant safeguarding concerns.

For this reason, staff receive enhanced training and pupils receive highly personalised support designed to reduce the need for restrictive intervention.

2. Creating Safe Environments

Staff create environments that minimise anxiety and maximise regulation through (see Behaviour & Wellbeing Policy for future details):

- the RISE Framework (see RISE Policy)
- the Greenfields Behaviour Curriculum
- Emotion Coaching
- PACE Values
- predictable routines
- consistent expectations
- supported transitions
- small class sizes
- high adult ratios
- personalised wellbeing interventions
- calm classroom environments
- access to agreed regulation spaces
- high-quality communication
- restorative approaches
- Post-Incident Learning.

Behaviour support is everyone's responsibility and is embedded throughout the school day rather than being confined to responses following incidents.

3. Individual Planning

Where a pupil presents foreseeable risk requiring additional planning, personalised documentation will be developed.

This may include:

- Behaviour Support Plan
- Risk Management Plan (RMP)
- EHCP outcomes
- Medical guidance/care plan

The Risk Management Plan (RMP) is Greenfields Academy's formal individual risk assessment and fulfils the requirements described within Part 1 of this policy.

Risk Management Plans identify:

- known hazards
- preventative strategies
- reasonable adjustments
- agreed Team Teach techniques where appropriate
- any approved advanced interventions
- medical considerations

The Behaviour Plan (BP) is a dynamic, person-centred document designed to support staff in understanding and responding consistently to a pupil's individual behavioural, emotional and relational needs.

Behaviour Plans identify:

- the pupil's strengths, interests and protective factors;
- known triggers, presenting behaviours and early indicators of distress;
- preventative and proactive strategies to reduce the likelihood of dysregulation;
- agreed de-escalation and co-regulation approaches;
- appropriate responses to behaviours of concern, including any planned interventions where applicable;
- strategies to support successful repair, reflection and reintegration following an incident.

Behaviour Plans (BPs) are maintained electronically through BehaviourSmart. Following every recorded behaviour incident, the school's AI-supported system analyses incident data and updates the Behaviour Plan to reflect emerging patterns, successful strategies and areas requiring further support. This ensures that plans remain current, evidence-informed and responsive to each pupil's changing needs.

Whilst BehaviourSmart supports the ongoing development of Behaviour Support Plans through AI analysis, professional judgement remains central. Plans are reviewed and amended by appropriate staff to ensure they accurately reflect the pupil's needs, remain proportionate and align with safeguarding, SEND and educational provision.

Behaviour Plans are shared with all relevant staff and are reviewed regularly, or sooner where there has been a significant incident, change in risk or alteration to the pupil's provision – in these circumstances updated plans will also be shared with families.

Plans are developed collaboratively by school leaders with teaching staff and, where appropriate:

- parents/carers/families
- social workers
- health professionals
- external agencies
- the pupil.

Plans remain live documents and are reviewed following significant incidents or changes in presentation.

4. Staff Responsibilities

All staff are expected to:

- build positive relationships
- implement Behaviour Support Plans
- follow Risk Management Plans
- use de-escalation wherever possible
- undertake dynamic risk assessments
- use only approved Team Teach techniques
- record incidents promptly
- participate in debriefs.

Senior Leaders will:

- authorise Behaviour Plans and Risk Management Plans
- monitor restrictive intervention data
- quality assure incident recording
- oversee statutory reporting
- identify trends
- commission additional support where required
- ensure lessons learned influence future practice.

The Deputy Headteacher (Behaviour Lead) maintains strategic oversight of behaviour, restrictive intervention and quality assurance.

The DSL maintains safeguarding oversight where incidents present safeguarding concerns.

5. Team Teach Training

Greenfields Academy adopts Team Teach as the Trust-approved behaviour support programme.

Training reflects the needs of our pupil population.

Intermediate Training

All staff complete Intermediate Team Teach training, enabling them to:

- understand behaviour as communication
- undertake dynamic risk assessment
- use preventative strategies
- safely guide and escort pupils
- apply approved restrictive interventions where necessary.

Advanced Training

Greenfields Academy maintains an Advanced Team Teach Team.

Advanced-trained staff provide enhanced support during the highest-risk incidents and are the only staff authorised to use approved Advanced Team Teach techniques.

All staff also receive Advanced Weapons Response training appropriate to their role.

Regular refresher training, coaching and practical competency sessions are delivered by Greenfields Team Teach Tutors.

6. Dynamic Risk Assessment

Every restrictive intervention requires staff to make a dynamic assessment balancing:

- the risks of intervening

against

- the risks of not intervening.

Staff continually reassess throughout every incident.

As risk reduces, restriction must reduce.

Intervention ends immediately once it is no longer necessary.

7. Ground-Based Interventions

Greenfields Academy recognises that, within an SEMH environment, there may be exceptional occasions where ground-based interventions are necessary to prevent serious harm.

Ground-based interventions are never routine practice.

Where foreseeable, their possible use must be identified within the pupil's Risk Management Plan, alongside the circumstances in which they may be considered and the preventative strategies intended to avoid their use.

In unforeseen emergencies, staff may use a ground-based intervention following a dynamic risk assessment where it is reasonable, proportionate and necessary to prevent serious harm.

Following any first use of a ground-based intervention, the pupil's Risk Management Plan must be reviewed and updated.

8. Prone Restraint

Prone restraint is not part of routine practice at Greenfields Academy.

Its use is reserved solely for situations involving immediate risk of serious harm where no safer alternative is available.

Prone restraint may only be undertaken:

- by Advanced Team Teach trained staff
- following a dynamic risk assessment
- for the shortest possible duration
- whilst continuously monitoring the pupil's welfare
- in accordance with Team Teach guidance and Trust policy.

Every incident involving prone restraint will receive immediate leadership review and formal safeguarding scrutiny.

9. Searching and Use of Reasonable Force

All authorised staff have statutory powers to search pupils for prohibited items in accordance with national guidance.

Reasonable force may be used only where lawful to conduct searches for prohibited items where pupils refuse to cooperate and the risks justify intervention.

Greenfields follows the procedures detailed within the Behaviour & Wellbeing Policy.

10. Recording and Reporting

All restrictive interventions are recorded on BehaviourSmart before the end of the school day wherever possible, or within 24 hours.

Records include:

- chronology of events
- antecedents
- de-escalation strategies attempted
- dynamic risk assessment
- Team Teach techniques used
- duration
- injuries
- medical checks
- pupil voice
- staff involved
- post-incident actions.

Parents/Carers will be informed of all incidents in which RPI is used. However, staff will also assess whether an incident is regarded as a 'significant RPI' in the specific context of the incident, pupil and setting, this will vary by circumstance. Parents/carers will normally be informed in writing (eg. email, letter, bromcom message, incident form) where staff feel that the incident is a 'signifcant RPI' or seclusion, in accordance with statutory requirements. The exception to this being where parents/carers have opted-out of receiving such written communication. Wherever possible, reporting should be completed by the end of the school-day, although staff should also make clear that further details may be shared later where an incident is more complex and requires further collaboration to provide details.

Where appropriate, notifications will also be made to social workers, Virtual Schools, placing authorities and other relevant professionals.

11. Post-Incident Learning

Following every restrictive intervention, Greenfields prioritises learning and do not focus on blame or punishment.

Staff complete:

- medical and welfare checks
- emotional support
- restorative conversations
- Post-Incident Learning
- review of Behaviour Plans
- review of Risk Management Plans where appropriate.

Where trends emerge, additional preventative measures will be implemented.

12. Monitoring and Quality Assurance

The Deputy Headteacher (Behaviour), Behaviour & Relationships Manager and Designated Safeguarding Lead routinely monitor:

- frequency of interventions
- duration
- pupils involved
- protected characteristics
- injuries
- locations
- staff involvement
- time of day
- repeat patterns
- effectiveness of Behaviour Plans
- effectiveness of Risk Management Plans.

This information informs:

- staff training
- environmental adaptations
- Behaviour Support Plans
- Risk Management Plans
- safeguarding reviews
- School Improvement Planning
- reports to Governors and the Trust.