

Local Procedure Title	Restrictive Intervention and Restrictive Physical Intervention
Site	Bridge House
ACS Policy number and title	ACS 05 Restrictive Intervention and Restrictive Physical Intervention
	ACS LP 05
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Local Procedure Author(s)	Jacky Gray
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1. Aims and Ethos

Preventative strategies are the first and foremost methods used to ensure that children are not experiencing any heightened emotions within the school. De-escalation strategies, including: use of PACE (Playfulness, Acceptance, Curiosity and Empathy), positive verbal support, reminders of expectations, reasoning, changes of face and environment, etc. These techniques are aimed at diffusing a situation or removing the cause of anxiety or heightened emotions.

On very rare occasions, students display behaviours which may result in serious physical harm to either themselves or another, or could cause dangerous, criminal damage to property. In such, rare circumstances, positive handling strategies will be used.

Positive handling, including withdrawal, is never used as a punishment and is only used in line with agreed criteria and procedures. The school recognises that the use of force is only lawful if is both necessary and in the best interest of the child. The decision to apply positive handling strategies is made only when all other strategies have failed. It is an absolute last resort at Bridge House School. Any force used should always be reasonable and the minimum needed to protect the child from causing harm to themselves or others.

2. Communication with Staff

All staff receive a thorough programme of induction when joining the school. As part of the induction process, staff receive initial training on the use of de-escalation strategies in the management of children presenting with challenging behaviours.

Staff are made aware of the need to request support in challenging situations and are advised that only those members of staff who have been professionally trained by an accredited trainer, will carry out the positive handling of children.

However, the school acknowledges that everyone has a right to feel safe and, as a result, in emergency situations, individuals who have not received the appropriate training may use reasonable responses to protect themselves and others from harm.

1. Communication with Young People

Young People joining Bridge House are invited, with their parents, to an induction visit. At this meeting, our school handbook is shared and discussed.

Our non-punitive, restorative approach to behaviour management is explained and discussed, along with our rationale for the use of Restrictive Physical Intervention (RPI) as a last resort.

In the event that RPI has to be used in school, staff calmly narrate the process and the reason for the intervention with the young person

2. Implementing Restrictive Physical Intervention

Bridge House school has signed a pledge to the Restraint Reduction Network. This reflects our commitment to the use of restrictive practices, only when all other attempts to manage behaviour have been exhausted and where continuation of the behaviour is likely to result in serious harm to the Young Person themselves, to someone else, or where serious criminal damage to property is likely.

Wherever possible, and as soon as possible following their employment, all staff at Bridge House are trained to Level 2 Team Teach Standards. This means that everyone is competent in recognising the signs of dysregulation and then being able to use verbal de-escalation techniques and that, in the event of an emergency, they can safely employ a physical intervention should they need to. It remains everybody's responsibility to keep themselves and others safe in the event of a serious incident.

Our relational practices mean that we usually know and recognise the behaviours of our students well and so serious crisis situations should be rare. For this reason it is expected that, if a Young Person begins to show signs of dysregulation which cannot be de-escalated using classroom behaviour management strategies, verbal de-escalation or those strategies planned for and outlined within the Young Persons Pastoral Support Plan (PSP), the support of Pastoral staff will be requested, via radio, by the teacher or Class TA. Pastoral staff will further seek to engage the Young Person using distraction or de-escalation and remove them, or others, to create a safe space to re-regulate, without the need for physical intervention. Should the situation further escalate and become unsafe, it would usually be the pastoral mentor who would initiate a planned RPI and would further lead and manage the situation.

When a decision is made to implement a RPI, reasonable consideration is given to ensure that sufficient staff are in attendance to both facilitate a safe and controlled intervention as well as to observe and provide witness.

The school acknowledges that everyone has a right to feel safe and, as a result, in emergency situations, any individual may use reasonable responses to protect themselves and others from harm.

3. Debriefing

After any incident that requires physical intervention, and once the young person is sufficiently regulated, a member of staff who has not been involved in the incident will offer support to the Young Person. First aid will be offered, and any provided will be logged on an accident form, if needed. As soon as the Young Person is ready, a restorative intervention will take place with the staff who were involved in the Physical Intervention. During this restorative opportunity, a post incident review is undertaken to support the child, the staff involved, rebuild relationships and ensure that lessons are learnt from the incident. Any new outcomes from this meeting will be recorded and used to update the PSP.

Staff debrief will take place at the end of the school day for any staff involved in the incident – the aim of this meeting is to re-assure and support staff, to gather sufficient detail surrounding

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antecedent , and behaviour to add to the narrative record and to discuss any observations or suggestions from the broader staff team, which may be used to support the updating of the individual PSP.

Following a serious incident, a COPING debrief will be requested by the Pastoral Manager. The meeting will be guided and minuted by a Pastoral Team Lead from another campus and will seek to ensure that the wellbeing of all staff involved in the incident remains at the forefront of any management of and planning for future incidents. This is shared with the SLT at the next management meeting.

Parents/carers are informed of the incident on the same day or at the earliest possible time following.

Following debrief, PSPs are updated and all staff briefed on any changes to an individual's plan the following morning.

4. Reporting

All incidents of positive handling are recorded and monitored rigorously using the Behaviour module of the school MIS. The school keeps detailed, written reports of all interventions where any form of restrictive positive handling is used, including recording, on a body map, any minor marks or bruising that may have occurred before or during an incident.

In the case of L1-3 incidents, these are recorded by the member of staff who initially dealt with the matter; this could be any member of the wider staff team.

In the event of a RPI, the pastoral mentor who initiated the hold will provide the initial narrative. All those who were involved or witness to the RPI will provide independent, narrative witness statements to the initial report. The completed report is monitored by the Pastoral manager.

Incident data is used to monitor and plan for intervention, both at individual and strategic level, always with a view to ensuring that Bridge House is providing the best support possible to enable Young People to achieve their full potential in life.

At individual Young Person level, this data is collated by the Pastoral Mentor allocated to the Young Person. The data is shared with the Young Person, as appropriate, to support them in understanding, monitoring and ultimately managing their behaviours. Supportive target setting meetings are held termly to enable the Young Person to recognise and celebrate their successes.

At strategic level, data is collated and analysed by the Pastoral Manager. The information is shared with the SLT, and used to inform policy and practice decision making, including the effective deployment of staff, training requirements and student groupings.

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Contents Checklist (Local Sites may add additional items – this is a core list)			
How is information about the use of physical intervention communicated to children and young people?	✓	How are debriefs with staff facilitated and recorded following physical intervention?	✓
How is information about the use of physical intervention communicated to staff?	✓	How are records of physical intervention maintained, and who does this?	✓
Who can make the decision to physically intervene?	✓	How are physical interventions monitored?	✓
How are debriefs with children and young people facilitated and recorded following physical intervention?	✓	How and when are staff trained to use physical intervention?	✓

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions