Restrictive Intervention Policy – Part 2

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

1. School Context

Bowman 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.

Bowman 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.

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

Some 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 Curriculum
- Emotion Coaching
- Bowman School 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
- Zones of regulation

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

Consistent approaches to behaviour support are implemented across classrooms and communal areas, including corridors, dining areas, outdoor spaces and during transitions. Staff use agreed whole-school approaches, to provide clear expectations, predictable routines and consistent responses. Staff share information and effective practice through daily briefings, team meetings and ongoing professional development to ensure that pupils experience a consistent and supportive approach throughout the school day.

Staff also recognise that their communication and interactions can significantly influence a pupil's ability to regulate. Staff use calm, respectful and appropriate language, tone of voice, body language and empathy, adapting their communication to the individual needs and presentation of the pupil. These approaches, alongside Emotion Coaching and other agreed de-escalation strategies, are used proactively to reduce anxiety, support co-regulation and prevent situations from escalating wherever possible.

3. Individual Planning

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

This may include:

- Behaviour Support Plan
- Pupil Support Plan
- EHCP outcomes
- Medical guidance/care plan

Risk assessments and individual pupil support plans are used in conjunction with one another to ensure that each pupil’s individual needs, circumstances and associated risks are carefully considered. These documents support staff in identifying and implementing appropriate, consistent and evidence-informed strategies to promote the safety, wellbeing and positive outcomes of pupils at Bowman Academy. Together, they support the Academy in meeting the requirements set out in Part 1 of this policy, Risk Assessments and Pupil Support Plans identify:

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

Bowman Academy recognises its duties under the Equality Act 2010 and is committed to ensuring that pupils with disabilities are not placed at a substantial disadvantage. Reasonable adjustments will be considered and implemented according to each pupil's individual needs and circumstances.

Where appropriate, reasonable adjustments will be identified through risk assessments, Pupil Support Plans, EHCPs and other relevant planning documentation. These may include adaptations to the environment, communication, routines, expectations, curriculum access and approaches to behaviour support. Adjustments will be reviewed regularly to ensure that they remain appropriate, effective and responsive to the pupil's changing needs. The need for reasonable adjustments will also be considered when planning strategies intended to prevent or reduce the need for restrictive intervention.

Pupil Support Plans are a dynamic, person-centred document designed to support staff in understanding and responding consistently to a pupil's individual behavioural, emotional and relational needs.

Pupil Support 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.
- Pupils voice and what is important to the individual.

Pupil Support plans are stored electronically on Bowmans staff shared drive. The pupil support plans are regularly updated and amended to reflect the current needs of the pupil. The staff team, behaviour mentors and SLT can make amendments to the plans when appropriate. Staff in school often review current behaviour trends and ensures this information is reflected in the pupil's support plan. This ensures that plans remain current, evidence-informed and responsive to each pupil's changing needs.

Pupil support 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.

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 Pupil Support Plans
- follow Risk Assessments
- use de-escalation wherever possible
- undertake dynamic risk assessments
- use only approved Team Teach techniques
- record incidents promptly on CPOMS
- participate in debriefs and morning briefings

Senior Leaders will:

- authorise Pupil support plans and Pupil Risk Assessments
- 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 Assistant Headteacher (Behaviour Lead) maintains strategic oversight of behaviour, restrictive intervention and quality assurance alongside the headteacher and other members of the SLT.

The DSL maintains safeguarding oversight where incidents present safeguarding concerns.

5. Team Teach Training

Bowman 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

Bowman Academy has specific members of staff that are authorised to use advanced team teach techniques.

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

Regular refresher training, coaching and practical competency sessions are delivered to staff at Bowman Academy.

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

Bowman 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 support plan alongside the circumstances in which they may be considered and the preventative strategies intended to avoid their use.

In unforeseen emergency situations, staff may use a ground-based intervention following a dynamic risk assessment, where its use is considered reasonable, proportionate and necessary to prevent serious harm to the pupil or others. Where circumstances allow, staff who have received Advanced Team Teach training will be called upon to provide support and, where necessary, lead or assist with the restrictive physical intervention.

Following any first use of a ground-based intervention, the pupil's support plan will be reviewed and updated.

8. Searching and Use of Reasonable Force

Authorised staff may exercise their statutory powers to search pupils for prohibited items where there are reasonable grounds to do so, in accordance with current legislation and national guidance. Any search will be conducted lawfully, proportionately and with due regard for the pupil's dignity, safety and wellbeing.

As a specialist SEMH school, Bowman Academy recognises that any search of a pupil has the potential to cause distress, anxiety or dysregulation. Staff will therefore consider the pupil's age, level of understanding, SEND, communication needs, known vulnerabilities and individual circumstances when determining how a search should be conducted.

Wherever possible, staff will use communication, reassurance and de-escalation strategies to seek the pupil's cooperation before considering any further action. Searches will be undertaken sensitively and respectfully, with appropriate consideration given to the pupil's dignity, privacy and safeguarding needs.

Bowman Academy will conduct searches in accordance with the current national guidance on Searching, Screening and Confiscation in Schools and the procedures set out within the Academy's Behaviour & Wellbeing Policy.

Prohibited items include:

- Knives and weapons
- Alcohol or age restricted drinks
- Caffeinated or energy drinks
- Drugs (including medication which must be locked away)
- Fireworks
- Tobacco (including vapes/vaping products)
- Pornographic material
- Stolen items
- Explosives
- Mobile phones/camera enabled devices
- Any other item deemed unsafe/inappropriate.

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

Bowman Academy follows the procedures detailed within the Behaviour & Wellbeing Policy.

9. Recording and Reporting

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

Records include:

- chronology of events

- 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 via phone call if it is their preference before the end of the school day following any significant restrictive intervention or seclusion, in accordance with statutory requirements. If parents can't be reached on their mobile, a voice mail will be left explaining the events in detail to parents.

10. Post-Incident Learning

Following any restrictive intervention, Bowman Academy prioritises reflection, recovery and learning rather than blame or punishment. We recognise that restorative conversations and post-incident learning are essential in helping pupils understand their experiences, rebuild positive relationships and identify strategies that may reduce the likelihood of similar incidents occurring in the future.

Post-incident support will be tailored to the individual pupil, considering their needs, level of understanding and readiness to engage. Any learning identified will be used to inform ongoing support, risk assessments and individual pupil support plans, ensuring that practice remains responsive and centred on the pupil's wellbeing and best interests.

Staff complete:

- medical and welfare checks
- emotional support
- restorative conversations
- Post-Incident Learning
- review of Support Plans
- review of any risk assessments in place

Where trends emerge, additional preventative measures will be implemented.

11. Monitoring and Quality Assurance

The Assistant Headteacher (Behaviour Lead), Behaviour mentors, DSL and other members of the SLT team will continue to monitor;

- frequency of interventions
- duration
- pupils involved
- protected characteristics
- injuries
- locations
- staff involvement
- time of day
- repeat patterns
- effectiveness of pupil support plans
- effectiveness of risk assessments

This information informs:

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