



Telford Court

Physical Intervention & Restrictive Practices Policy

2026-2027

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1. Policy Statement

The Greenhouse HyFlex Academy is committed to safeguarding and promoting the welfare of all students.

We recognise that any use of restrictive intervention, including physical restraint, carries inherent risk and will only be used as a **last resort**.

The Greenhouse ensures that:

- All students are treated with dignity, respect, and compassion
- Any intervention is lawful, necessary, and proportionate
- A safeguarding-first approach underpins all decisions

We prioritise:

- Prevention and de-escalation
- Trauma-informed and relational practice
- The reduction, and wherever possible elimination, of restrictive practices

2. Legal and Statutory Framework (2026 Compliant)

This policy reflects current legislation and statutory guidance, including:

- Education and Inspections Act 2006 (Section 93)
- DfE guidance on restrictive interventions and reasonable force (2026)
- Keeping Children Safe in Education 2026
- Children Act 1989
- Human Rights Act 1998
- Equality Act 2010

3. Definitions

Restrictive Intervention: Any action that restricts a student's movement, liberty, or freedom to act independently

Physical Intervention: Physical contact used to prevent harm or serious disruption to themselves or others

Restraint: A restrictive intervention involving the use of force

Reasonable Force: The minimum force necessary, applied for the shortest possible time

Seclusion: Supervised confinement used to prevent harm

4. Core Principles

Our practice is underpinned by principles derived from current statutory safeguarding and behaviour guidance.

➤ **Prevention First**

The Greenhouse prioritises proactive support and early intervention.

De-escalation and behaviour support planning are central to practice, and restrictive intervention is viewed as a last resort.

➤ **Least Restrictive Option**

Where intervention is necessary, staff will use the least restrictive option available.

Interventions must be:

- Necessary
- Proportionate
- Time-limited

Staff must continually consider whether a less restrictive approach can maintain safety.

➤ **Safeguarding Always**

All behaviour management is rooted in safeguarding.

- Any use of force is treated as a potential safeguarding matter
- The Designated Safeguarding Lead (DSL) maintains oversight
- Patterns of intervention are monitored to identify risk, disproportionality, or unmet need

The Greenhouse recognises that inappropriate or excessive use of restraint may constitute harm.

➤ **CPI Framework**

All staff operate within the Crisis Prevention Institute (CPI) framework:

Care – Students are treated with dignity and respect; relationships are central

Welfare – Individual needs, including SEND and trauma, are actively considered

Safety – Actions are taken to prevent harm and minimise risk

Security – Environments are predictable, consistent, and supportive


5. Prevention, Risk Reduction & SEND Considerations

The Greenhouse adopts a proactive and individualised approach:

- Positive relationships and consistent routines
- Behaviour Support Plans and Risk Assessments
- Reasonable adjustments for SEND and EHCP pupils
- Trauma-informed practice

De-escalation strategies include:

- Verbal de-escalation
- Distraction and redirection
- Time and space
- Withdrawal of audience

 Restrictive intervention is never used as punishment, compliance, or convenience

6. Prohibited Practices

The following are strictly prohibited:

- Pain-inducing techniques
- Restriction of breathing
- Prone restraint
- Use of force as punishment
- Degrading or excessive force

Any breach will be treated as a safeguarding concern

7. Seclusion

Seclusion may only be used:

- To prevent immediate harm
- Under continuous supervision
- For the shortest time necessary

All incidents must be recorded and reported.

Seclusion must never be used as punishment or for behaviour control alone.

8. Role-Specific Responsibilities

The Greenhouse supports students with SEMH needs, trauma backgrounds, and complex behaviours. As students attend with their support staff, safety is maintained through a coordinated team approach.

Education Staff (Primary Role: De-escalation)

Education staff are responsible for:

- Maintaining safe learning environments
- Building relationships
- Identifying early signs of escalation

They must:

- Lead on de-escalation
- Implement behaviour plans
- Seek support at an early stage

Education staff do not lead physical intervention unless appropriately trained or in exceptional circumstances.

Care / Support Staff (Primary Role: Safety Intervention)

Care/support staff:

- Lead on physical intervention where required
- Respond to high-risk incidents
- Support safe withdrawal from situations

They must:

- Be appropriately trained (e.g. CPI)
- Use the least restrictive intervention
- Take over when risk escalates

See Appendix A: Guidance for Support Staff accompanying young people whilst in education

9. Proactive Withdrawal and Crisis Response

Planned Withdrawal to Prevent Restraint

The Greenhouse prioritises escorted and supported withdrawal from situations to:

- Reduce escalation
- Avoid physical intervention
- Maintain dignity

This is not considered seclusion where it is supervised, proportionate, and part of a planned strategy.

Crisis Response Protocol

1. Education staff lead de-escalation
2. If risk increases, care/support staff are called
3. Care staff assess and lead response
4. Withdrawal is prioritised
5. Physical intervention is used only if unavoidable

Accountability

- The most appropriately trained staff member leads
- All incidents are recorded and reviewed
- Safeguarding and leadership oversight is maintained

10. Recording and Reporting (Legal Duty – 2026)

All significant incidents must be recorded on the same day, including:

- Triggers and antecedents
 - De-escalation attempts
 - Justification for intervention
 - Type and duration
 - Outcome and any injuries
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- Parents/carers must be informed within 24 hours.
 - Relevant authorities must be notified where required.
 - Failure to comply is treated as a serious breach.

11. Post-Incident Review

A structured debrief must take place as soon as practicable.

Purpose

- To promote learning and prevention
- To reduce recurrence
- To support wellbeing
- To ensure safeguarding oversight

Debrief Process

The review must:

- Include staff involved
- Include the student where appropriate
- Be conducted in a calm, supportive, and trauma-informed manner

It should explore:

- Triggers and early warning signs
- Effectiveness of de-escalation
- Decision-making
- The student's experience
- Emotional impact

Safeguarding

All incidents are reviewed through a safeguarding lens. The DSL must be informed, and concerns escalated as required.

Outcomes

Findings must inform:

- Behaviour Support Plans
- Risk Assessments
- De-escalation strategies
- Reasonable adjustments

Recording and Monitoring

Debrief outcomes must be recorded and reviewed by leadership. Patterns and trends are monitored to improve practice and reduce future incidents.

Staff Support

Staff will be supported through reflection, supervision, and training.

A culture of learning—not blame—is promoted.

12. Policy Review

This policy will be reviewed:

- Annually
- Following serious incidents
- In response to updated guidance

13. Related Policies

This policy must be read in conjunction with the following related policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Health and Safety Policy and Procedure
- UK GDPR Policy and Procedure

This policy has been written by Fiona Conde (Headteacher) and approved by Jonathon Simpson (Business Director).

Jonathon Simpson

Approval Date: June 2026

Review Date: June 2027

Appendix A: Guidance for Support Staff accompanying young people whilst in education

The Greenhouse Hyflex Academy

Telford Court



Guidance for **Support Staff accompanying young people whilst in education**

Please ensure this booklet is kept within the home and that all support staff understand the expectations and their role when supporting young people in education.

Daily Attendance Procedure

Each morning between **9:00–9:30am**, our Attendance Administrator, **Chrissie Carroll**, will contact the homes of all students expected to attend that day. This call is to check in, provide a reminder of the day's planned sessions, and support a smooth start to the school day.

During this call, we kindly ask that you share any important information that may help us support your young person and ensure the safety and wellbeing of everyone at The Greenhouse.

If your young person is not feeling at their usual baseline or you feel they may struggle to access education safely, either due to their wellbeing or behaviour, please keep them at home and inform us. This helps us maintain a safe and positive environment for all students.

If your young person is unable to attend their session, please contact Chrissie Carroll to let us know the reason. Examples include:

- Medical appointment
- Hospital visit
- Illness (including mental health-related absence)
- Behaviour that is preventing attendance
- Other authorised circumstances (e.g. court appointment, social worker visit, YOT)
- Unauthorised absence (e.g. refusal to attend without a valid reason)

How to report an absence:

- Email: Chrissie.Carroll@ourgreenhouse.co.uk
- Mobile (text or call): 07483 634 200

Encouraging Attendance

Support workers play a valuable role in promoting good attendance by helping to make education a positive and consistent part of the young person's weekly routine. Taking time to review the ClearCare calendar each Sunday can support planning for the week ahead around educational commitments. Sharing this information with the wider team and displaying it within the home can help create a supportive and well-informed environment that benefits the young person. Additionally, encouraging a consistent and healthy sleep routine also supports regular engagement in education.

Entering and exiting the building

Please press the buzzer on arrival to notify education staff, who will grant you access to the building. Once inside, proceed straight ahead through the main doors and sign in with Chrissie Carroll, Attendance Administrator.

After signing in, remain in the designated seating area until a member of the teaching staff collects the student for their session. Support staff should remain in this area unless specifically requested to assist within an education session.

At the end of the session, teaching staff will return students to the seating area. Support staff must remain in this area at all times in case their assistance is required to support the young person.

To exit the building, a member of the education team will provide access via the buzzer system.

Please note: access to the upstairs area is strictly restricted to education staff only. Students and support staff are not permitted upstairs under any circumstances.

Break and lunchtimes

Support staff are responsible for supporting the supervision of students during break and lunchtime periods. Our movement and wellbeing leader, Shaun Buxton, will lead on a range of structured games and activities during these less structured times. Support staff are expected to actively engage if requested by Shaun to encourage positive behaviour, and minimise the risk of dysregulation.

If remaining on site at lunchtime, students and support staff must bring a packed lunch. Alternatively, they may leave the site to purchase food **accompanied by support staff**.

Smoking and vaping are strictly prohibited within the building and across the premises. Students and staff must not smoke or vape at the front of the building or in the immediate surrounding area. Fizzy drinks are not permitted within the education area, and students should be provided with a water bottle whilst onsite.

Staff Roles and Expectations

During education sessions, education staff are responsible for the overall management, supervision, and safety of students within the classroom. Their role is to use proactive and responsive de-escalation strategies to maintain a calm learning environment, including offering time out in a safe space and reducing audience where appropriate. They will manage behaviour at the earliest stage and only request your support as a last resort, such as when a situation may require physical intervention or when a student needs to leave the session to prevent further escalation.

As support staff, your role is to respond when requested by education staff to provide additional support where behaviour has escalated beyond what can be safely managed in the classroom. You are expected to take over the management of the situation, using CPI-informed de-escalation strategies and, where necessary, physical intervention in line with your training and organisational policy. You are also responsible for ensuring that incidents are managed safely beyond the classroom, accurately recorded, and escalated to relevant professionals when required.

As support staff, your role is to remain available and responsive when required. While students are in lessons, you should stay in the designated area by the exit, ensuring you are accessible if needed. You must remain aware of where your allocated student is at all times and be ready to respond promptly if support is requested. Outside of lesson times, you are responsible for supervising your allocated young person and ensure their safety and appropriate behaviour.

Whilst in the education setting, please remain quiet and respectful to avoid disrupting lessons and act as a positive role model at all times.

BEHAVIOUR SUPPORT GUIDE

EDUCATION STAFF

- **Primary Responsibility:** — Manage students in sessions and implement de-escalation strategies to reduce risk.
- **Hazard Management:** — Remove any potential hazards that could be used to cause harm to the student or others.
- **De-escalation Strategies:** — Offer the student a **time out** in a safe space to calm down.
- If the student refuses **time out**, reduce the audience by moving the lesson and other students to a different room.
- Leave the student in the classroom with another adult to maintain safety and supervision.
- **Handover to Support Staff:** Involve support staff as a last resort if:
 - Physical intervention may be required.
 - The student may need to leave the session or go home to prevent further escalation.
- **Incident Recording:** — Document all incidents according to safeguarding and organisational procedures.

SUPPORT STAFF

- **Handover of Care:** Take responsibility for the student only when requested by education staff if escalated behaviour requires additional support.
- **De-escalation Support:** — Use appropriate CPI strategies to safely manage the situation and guide the student to a safe space.
- **Physical Intervention:** Only intervene physically as a last resort, following CPI training and organisational policy, to prevent immediate risk of harm.
- **Incident Recording & Reporting:** Ensure incidents are fully documented and escalate to relevant professionals (police, care managers, social workers).

KEY PRINCIPLES

- ✓ **Safety First** ✓ Least Restrictive Approach
- ✓ **Clear Communication** ✓ Accurate Recording

REMEMBER: De-escalation first. Intervention only when necessary. **Safety always!**

What to do if a student absconds or leaves education during a session

To ensure safety and safeguarding, the following steps must be followed if a student leaves the building during a session.

Immediate Response

- **Support staff** must remain with the student at all times if they leave the building.
- **Education staff** should stay inside the building, supervise the environment, and ensure windows and doors are secure.
- **Support staff** should maintain a calm, nonconfrontational approach, prioritising de-escalation.

De-escalation

- **Support staff** should:
 - Approach the student **calmly** and supportively
 - Avoid confrontation or raising their voice
 - Encourage the student to **self-regulate** before returning
 - Allow the student space and time to calm down

Returning to the Building

- **Support staff** should assist the student in regulating before re-entering the learning environment.
- Students should only return once **calm and able to engage safely**.
- **Support staff** must consult with education staff before allowing re-entry.
- Education staff must ensure the environment is safe for the student's return.

Escalation

If the student refuses to return or is unable to regulate:

- Support staff must inform an **education staff** member that they **will not be returning** when it is safe to do so.
- Use appropriate CPI strategies to support de-escalation and encourage safe return home.
- Physical intervention should **only** be used as a last resort, following CPI training and organisational policy, to prevent immediate harm to the student or others.
- All incidents must be recorded according to safeguarding and incident reporting procedures.
- Where necessary, contact relevant professionals (e.g, police, care manager, social worker, safeguarding lead) in line with organisational procedures.

Absconding: Site-Specific Risks

Due to the location of the provision within an industrial estate in Ellesmere Port, absconding presents a heightened environmental risk. This includes exposure to busy roads, industrial traffic, and reduced supervision in surrounding areas. As such, absconding incidents are treated as high priority safeguarding, requiring immediate and proportionate response in line with safeguarding and missing procedures.

Location Context:

- Site located at **Telford Court (industrial estate setting)**
- Surrounding area includes:
 - Busy access roads and delivery routes
 - Proximity to A5032 and local high-speed roads
 - Industrial units with **frequent HGV and van movement**

Nearby access routes toward canal/dock areas within Ellesmere Port

Key Risks

Road Traffic & Industrial Movement

- High volume of delivery vehicles and limited pedestrian infrastructure
- Students absconding may enter blind spots or restricted driving areas

Access to Major Roads

- Quick access from the estate to faster roads increases severity of harm
- SEMH students may act impulsively without awareness of danger

Isolation / Low Supervision Areas

- Industrial estates can be quiet at certain times of day
- Reduced natural surveillance increases safeguarding risk

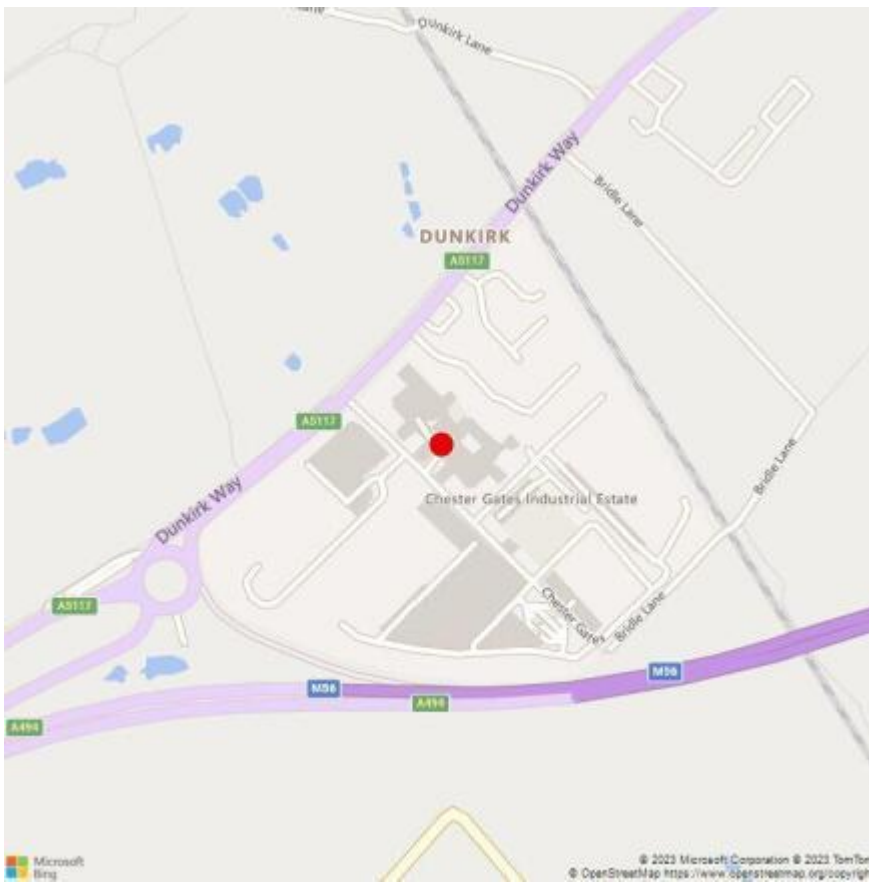
Water Proximity (Canal/Docks)

- Ellesmere Port canal network presents drowning risk
- Particularly dangerous for dysregulated or distressed students

Community & Exploitation Risks

- Exposure to unknown adults, including transient workforce
- Increased vulnerability to grooming or coercion when unsupervised

Visual Reference



Defined Risk Zones

Zone 1 – Immediate Risk (0–100 metres)

- Industrial estate roads (Dunkirk Way, internal access roads)
- High volume of:
 - HGVs
 - Delivery vans
- **Primary risk:** Immediate collision / serious injury

Zone 2 – Elevated Risk (100–400 metres)

- Routes leading out of estate toward:
 - Main junctions
 - A5032
- Faster-moving traffic and multiple crossing points
- **Primary risk:** High-speed road traffic accident

Zone 3 – High Safeguarding Risk (400m–1km+)

- Wider Ellesmere Port area including:
 - Canal systems
 - Docklands
 - Public spaces / shops
- **Primary risks:**
 - Criminal exploitation
 - Going missing
 - Water hazards
 - Contact with unknown adults

- **Red (Zone 1)** – Immediate risk
- **Amber (Zone 2)** – Elevated risk
- **Blue (Zone 3)** – Wider safeguarding risk

