



DEAN CLOSE
PRE-PREPARATORY SCHOOL
CHELTENHAM

**Independent and Co-educational
Pre-Preparatory School**

**Restrictive Interventions Policy
(PP320)**

Registered Charity No: 1086829

Date of Issue: April 26
Review Date: September 27
Owner: Head

DEAN CLOSE PRE-PREPARATORY SCHOOL RESTRICTIVE INTERVENTIONS POLICY

1. Purpose and Principles

Dean Close Pre-Preparatory School is committed to safeguarding and promoting the welfare of children. This policy sets out the school's approach to the use of restrictive intervention, including reasonable force, in accordance with statutory guidance and safeguarding expectations. The school adopts a preventative, relational, and developmentally appropriate approach to behaviour.

Restrictive intervention is:

- Used only as a last resort
- Proportionate, reasonable, and necessary
- Applied in the best interests of the child
- Used solely to prevent immediate risk of harm

The school is committed to minimising and, wherever possible, eliminating the need for restrictive intervention.

2. Scope and Availability

This policy applies to:

- All teaching and support staff
- Volunteers and students on placement

In line with statutory requirements:

- The policy is published on the school website
- It is made available to parents, staff, and pupils (in an age-appropriate format where appropriate)
- New parents are provided with access to this policy on joining the school

3. Legal and Regulatory Framework

This policy is informed by:

- Department for Education guidance on the use of reasonable force
- Safeguarding requirements as set out in Keeping Children Safe in Education (KCSIE)
- Equality duties under the Equality Act 2010

The use of force must always be:

- Lawful
- Reasonable
- Necessary and proportionate to the circumstances

4. Definitions

Restrictive Intervention - Any action that restricts a child's movement, liberty, or freedom to act independently.

Reasonable Force - The minimum level of physical contact required, for the shortest duration, to prevent harm.

Restrictive intervention:

- Must not be used as punishment
- Must be age-appropriate and developmentally suitable
- Must be the least restrictive option available

The school does not permit:

- Restrictive holds or restraint techniques
- Pain-inducing or compliance-based methods
- Techniques designed for older pupils

4A. Appropriate Physical Contact in Early Years

The school recognises that, within an Early Years and pre-preparatory context, appropriate physical contact is an essential part of meeting children's care, safety, emotional wellbeing, and developmental needs.

For children aged 2–7, this may include:

- Comforting a child through holding, cuddling, or sitting alongside them
- Holding a child's hand to support transitions, provide reassurance, or ensure safety (e.g. walking to lunch or moving around the school)
- Supporting personal care routines, including nappy changing, toileting, and hygiene
- Gently guiding or positioning a child as part of everyday care and supervision

Such contact is:

- Developmentally appropriate
- In line with safe working practice and safeguarding guidance
- Not considered restrictive intervention where it does not intentionally restrict a child's movement or liberty

Restrictive intervention occurs only where physical contact is used with the intention of preventing immediate risk of harm by restricting a child's movement or actions. In such cases, staff must follow the procedures set out in this policy.

Staff must always ensure that all physical contact is appropriate, respectful, and proportionate, and is carried out in a way that maintains the child's dignity, safety, and emotional wellbeing.

5. Preventative Approach

The school places primary emphasis on prevention. Staff are expected to:

- Use positive behaviour management strategies in line with the DCPPS Promotion of Good Behaviour Policy
- Support children through co-regulation and emotional coaching
- Apply de-escalation techniques
- Maintain effective supervision and safe environments
- Build secure and trusting relationships

This approach reflects the developmental needs of children aged 2–7.

Date of Issue: April 26

Review Date: September 27

Owner: Head

6. Circumstances in Which Restrictive Intervention May Be Used

Restrictive intervention may only be used in exceptional circumstances where there is an immediate risk of harm, including:

- A child placing themselves in danger (e.g. running towards a road)
- A child using objects in a way that could cause injury
- A child physically harming themselves or others and not responding to verbal intervention

7. Acceptable Practice in a Pre-Preparatory Context

Permissible forms of intervention include:

- Gently guiding a child to safety
- Holding a hand or arm to prevent immediate risk of harm where the child is resisting or unable to respond to verbal guidance
- Physically positioning oneself to block harm
- Briefly holding a child to prevent injury

All interventions must:

- Be reasonable, proportionate, and necessary
- Be used for the shortest possible time
- Be carried out in a way that preserves dignity and wellbeing

8. SEND, Equality and Safeguarding

The school recognises its duties under the Equality Act 2010 and safeguarding legislation.

- Children with SEND may require reasonable adjustments and individualised strategies
- Restrictive intervention must not be used more frequently for children with SEND
- Behaviour support plans prioritise prevention and regulation strategies

All incidents involving restrictive intervention are treated as safeguarding concerns and are reviewed by:

- The Head
- The Designated Safeguarding Lead (DSL)

9. Recording, Reporting and Parental Communication

The school maintains robust and transparent recording systems.

All incidents must:

- Be recorded promptly and accurately
- Include:
 - Date, time, and location
 - Individuals involved
 - Antecedents (what led up to the incident) and context
 - Nature and duration of intervention
 - Outcome and follow-up actions

Following an incident:

- The child's physical and emotional wellbeing is checked
- The Head and DSL are informed
- Parents are informed on the same day
- The incident is reviewed to identify preventative strategies

Date of Issue: April 26

Review Date: September 27

Owner: Head

Records are:

- Stored securely in designated folder, 'Restrictive Interventions' in: 1. DCPPS Docs 2025-26; Log Books; Restrictive Intervention Records 2025-26
- Monitored for patterns and trends for both staff and pupils
- Used to inform safeguarding and behaviour support

10. Monitoring, Governance and Accountability

- All incidents are reviewed termly by the head and deputy head
- Patterns or concerns are reported to Trustees
- The school evaluates practice to ensure continuous improvement and reduction in use

Trustees provide oversight and challenge to ensure compliance with safeguarding duties.

11. Staff Training, Awareness and Compliance

The school ensures that all staff:

- Receive appropriate training in behaviour management, de-escalation, and safeguarding
- Have this policy explained to them as part of induction and ongoing training
- Are required to confirm that they have read and understood the policy

In line with statutory expectations, the school maintains clear systems to evidence compliance, including:

- Records of staff training
- Signed or [recorded staff acknowledgement of the policy](#) - staff please click on the link to confirm you have read this policy.
- Logs of refresher training and updates

No member of staff should use restrictive intervention unless they have received appropriate guidance and training.

12. Communication with Parents and Pupils

- Parents are provided with access to this policy on admission and via the website
- Parents are informed of any incident involving their child on the same day

Pupils are supported through:

- Age-appropriate teaching about safe behaviour and boundaries
- Development of emotional literacy and self-regulation

13. Review of Policy

This policy is:

- Reviewed annually by the school
- Updated in line with statutory and regulatory changes, including April 2026 requirements



DEAN CLOSE
PRE-PREPARATORY SCHOOL
CHELTENHAM

Restrictive Intervention Record Form (Pre-Prep)

Child Name:	Class:	Date of Incident:	Time of Incident:
Location:	Staff Involved:	Other Children/Adults Involved (if any):	

Description of Incident (What happened? Include sequence of events)
Antecedents (What led up to the incident? Triggers, environment, behaviour observed)
Risk Identified (What immediate harm was likely or occurring?)
De-escalation Strategies Used (What was attempted before physical intervention?)
Type of Restrictive Intervention Used (e.g. guiding, blocking, brief holding)
Duration of Intervention (Start and end time or approximate length)
Outcome (What happened following the intervention?)

Child's Physical and Emotional Wellbeing Check

- Injuries? YES / NO (details if yes)

- Emotional state following incident:

Follow-Up Actions (e.g. changes to support plan, SEN input, staff reflection)

Parent Communication

- Date informed:
- Method (phone/email/face-to-face):
- Summary of discussion:

Staff Reflection (What could be done differently to prevent recurrence?)

Leadership Review

Reviewed by (Head/DSL):

Date:

- Safeguarding concerns identified? YES / NO
- Further action required? YES / NO (details)

Signature of Staff Member Completing Form: _____

Date: _____

Date of Issue: April 26
Review Date: September 27
Owner: Head