



**The Kite  
Academy  
Trust**  
Flying high  
together

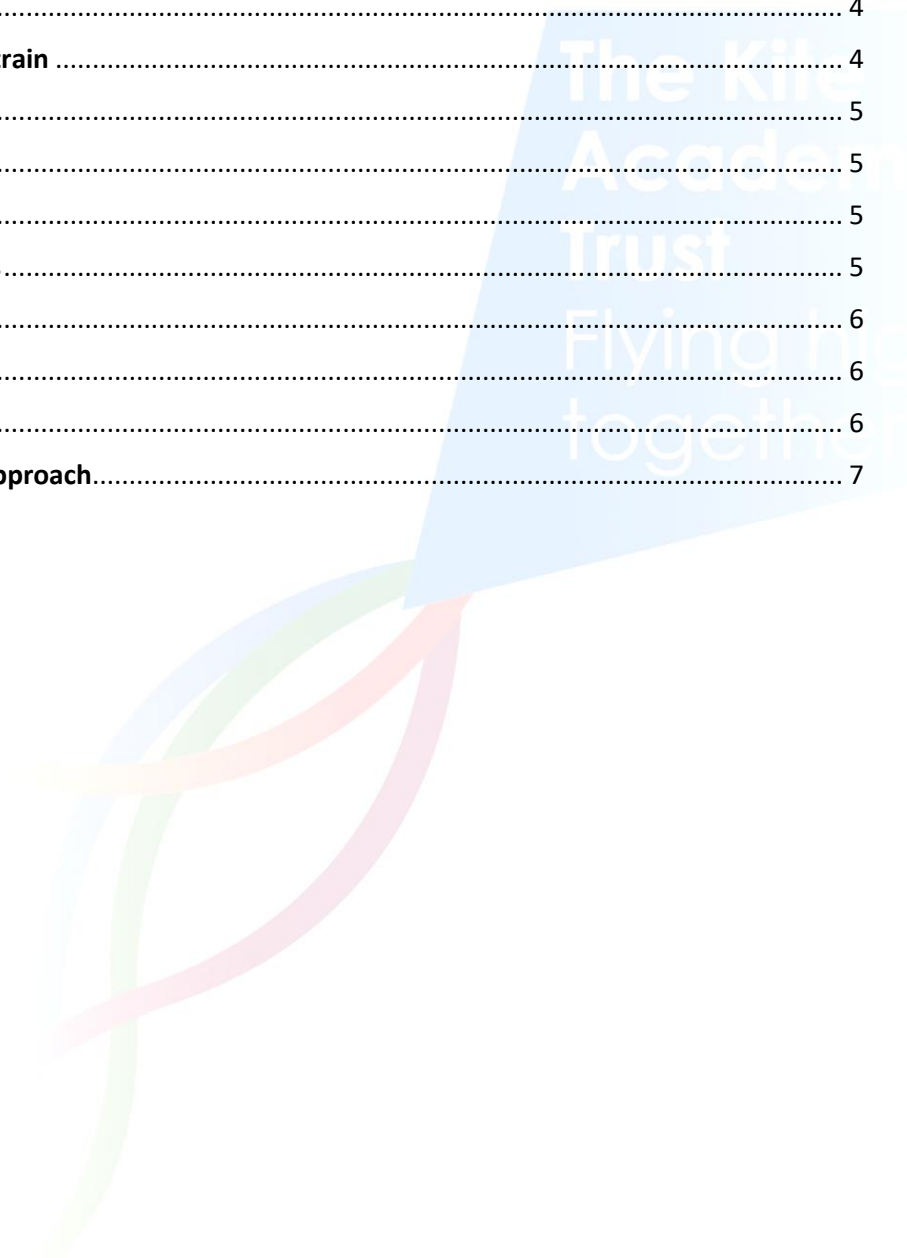
## **KITE ACADEMY TRUST**

Restrictive Physical Intervention

P1053

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# 1 Introduction

The Kite Academy Trust defines Restrictive Physical Intervention (RPI) as

*A physical intervention by staff where the child's movement is restricted or limited and the child is resisting this intervention.*

We believe that:

- The use of restrictive physical interventions should only be used as a last resort and where possible, following the application of other appropriate strategies.
- The use of restrictive physical intervention can be utilised to reduce the impact of challenging behaviour and help manage potentially difficult situations, however, restrictive physical intervention should be used as a **last resort** and only whilst risk is present. Any action must be in the **best interest of the child** and be **reasonable, proportionate and necessary** following a dynamic risk assessment.
- Restrictive physical intervention is for risk management not behaviour management.
- Use of physical force that is unwarranted, excessive or punitive is not acceptable.

# 2 Aims of the Policy

The Kite Academy Trust endeavours to ensure that all children are safe and that all aspects of the 'Every Child Matters' agenda are addressed. The main objective of this policy is to ensure all staff, parents and children are aware of the procedures and practice that will be carried out to ensure that this is the case within our academies. This policy links to each individual academy's Behaviour Policy, Anti-Bullying Policy and Special Educational Needs & Disability Policy.

It is intended to ensure that it will prevent serious breaches of school discipline and prevent injury to individuals or serious damage to property.

In order to minimise the need to use force or restrain children staff will strive to

- Create a calm environment that minimises the risk of incidents that might require using force and apply school rules consistently and fairly
- Develop an effective relationship between staff and children that is central to good order
- Ensure all supervision of children is carried out in a consistent manner so children and staff are comfortable within the setting
- Use relevant materials for approaches to teach children how to manage conflict and strong feelings
- Ensure all staff have appropriate instructions and training to enable them to be effective in their various roles in and out of the classroom
- Ensure that support plans (this could be through an individual child risk assessment, SEND Support Arrangements Plan, Individual Behaviour Support Plan) are put in place and training given to ensure staff are equipped to effectively support individual children who have been identified
- Whenever possible, warn a child that force may have to be used before using it.

We intend to:

- Ensure staff have access to positive behaviour management training, with all academies having staff trained via the Trust's Team Teach trainers at Level 1 and 2
- Involve the child where possible, all staff working with the child and the child's parents/carers in coproduction of SEND Support Arrangement's Plans and Individual Risk Assessments, ensuring these are regularly updated and reviewed (particularly following any incident)
- Ensure staff are clear about who is authorised to carry out restrictive physical interventions and the importance of, wherever possible, trying all other strategies prior to the intervention

- Ensure staff are aware of the importance of recording and reporting these interventions whenever they occur
- Ensure that staff are aware that members of the Leadership Team will provide post incident support for all involved (including the child)
- Ensure work is done to reduce future incidents by:
  - Creating a calm learning environment
  - Developing positive relationships with children
  - Providing relevant resources to teach children how to manage strong feelings and conflict
  - Providing effective behaviour management training and support to all staff to enable them to effectively support all children

This policy should be read in conjunction with:

- Academy Behaviour Policy
- Academy SEND Policy
- [DfE – Guidance on Behaviour and discipline in schools](#)
- [DfE – Use of reasonable force](#)

### 3 Responsibilities, Requirements & Entitlements

#### All Staff

- A minimum of 6 hour basic training for all staff (rolling programme of training began in January 2020).
- 12 hours Team Teach basic training course available for identified members of staff (minimum of 2 per academy).
- Access to appropriate furniture and locations to support the effective de-escalation.
- All academies are expected to have a minimum of 2 x 12 hour trained members of staff (which should include at least one member of the Leadership Team). This is to support staff and children, at no point should the same members of staff be consistently responding to calls for RPI to be potentially used.
- Where possible, each academy to have a 'lead practitioner' from the team of trained staff to provide onsite support
- Staff are required to ensure they are appropriately dressed for the potential of needing to use RPI – this includes appropriate footwear, awareness of items of clothing, jewellery and appearance which could cause harm to themselves or children – long necklaces, hair not tied back etc. Where necessary, an academy may make allowances for slight adjustments to the staff dress code.

#### All Staff following initial Team Teach Training

- A minimum of 3 hour refresher training every 3 years (for existing 6hr certified staff) with additional sessions as necessary.
- A minimum of 6 hours re-accreditation Team Teach training (for existing 12hr certificated staff) every 2 years.
- Availability of additional Team Teach training for areas not covered in the mandatory 6hr/12hr training courses as required to support the children in their setting.
- Access to additional training as required relating to the additional needs of new children or as children's needs develop.
- Notification of any updates and changes in the management of challenging behaviour and handling techniques, and changes in current legislation/legal considerations.
- Review / assess and express their own perceived areas of additional training requirements through risk assessment and situations arising in their own academy/class environment.

- An individual copy of the Team Teach policy and positive handling guideline booklet made available for them, and evidence of it being read and understood – provided at initial training.
- The availability of being able to approach a Team Teach tutor and be reminded / demonstrated on any particular Team Teach recognised / approved positive handling technique.
- To express their views on any particular handling techniques efficiency or inadequacy on any particular child (which must then be recorded by that particular member of staff in that child's individual support plan/risk assessment).

### **Head Teacher**

It is the Head Teacher's duty to ensure all staff are aware of their statutory powers to use force and or restrain a child. As part of the induction process, the Head Teacher will inform staff if they have the powers to restrain, and who they can turn to if they are in a situation with a child that may be causing concern.

The Head Teacher will inform the Governors of those people that have been trained to use force or restrain a child in their academy. The names of staff and the certified training they have received will be recorded in the academy's Behaviour Policy. All staff may have the statutory powers to use force to restrain a child or child or remove them from a classroom. A record of 'authorised' staff will be maintained on p2 of the Bound and Numbered Book.

Head Teachers are able to request an annual 'walk around' of their academy with the Lead Inclusion Advisor to support the commitment to Team Teach.

### **Parents / Carers**

Parents/carers are entitled to information on the behaviour management and positive handling techniques which staff employ in last resort situations or as part of a documented planned response to a child's behaviour. The responses should be documented in the child's support plan(s). When appropriate, they are also invited to contribute to their child's individual Positive Behaviour Plan. It is considered 'good practice' for parents/carers to be given a copy of the academy's policy on the use of force (RPI Policy, along with the Behaviour Policy) to read. It is also good practice to demonstrate the hold which may be used with their child, allowing the parents/carers to experience the hold where the parents/carer are willing.

Parents/carers should be asked to sign a 'Home School Agreement' (HSA), when their child joins the academy. By signing the form, the parent/carer will be indicating their agreement with the academy's Behaviour Policy, and in signing the agreement, they are acknowledging the academy's power to use reasonable force on their child in the circumstances described in the policy.

### **Academy Council**

- Are entitled to attend any behaviour management training (as observers)
- Monitor data on incidents where RPI has been used and feed back to the Trust to inform school improvement
- Ensures that the academy holds a complete list of training records and that these records are up-to-date
- Monitors to ensure record-keeping procedures are being followed

### **Executive Team supported by Lead Inclusion Advisor and HR Team**

- Are entitled to attend any behaviour management training.
- Will review policies, practices and minimum standards on an annual basis.
- Review relevant information and data which allows them to monitor and make decisions about school improvement issues.

- Ensure resources and funding are available to support the provision of Team Teach training and the health and safety requirements.
- Must ensure that procedures for use of the Bound and Numbered Book are being followed for recording of each significant incident in which a member of staff uses force on a child. Records should be stored in line with GDPR, DfE and HSE requirements.

The Kite Academy Trust HR team will maintain a list of trained staff and the valid periods of qualification according to the certification achieved by the individual members. Courses will be facilitated to support re-accreditation; individual settings are responsible for ensuring notification of courses is acknowledged and the attendance of their staff secured.

## 4 The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Causing injury to his/herself or others;
- Committing an offence;
- Damaging property;
- Prejudicing the maintenance of good order & discipline.

## 5 When & Where to Restrain

The judgement on whether to use force and what force to use should always depend on the circumstances that staff find themselves in through a dynamic risk assessment. Time in these circumstances is often short with little time for reflection. Nevertheless, staff need to make the clearest possible judgements.

Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is not used. The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant factors that may impact on children (i.e. those on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the Police to avoid danger to themselves and others).

If a member of staff decides that the use of force is appropriate as an action of last resort then they should always:

- Advise giving a warning to the child that a physical intervention may have to be used;
- Suggest how the child is to be handled ensuring that no form of restraint is used that could constrict breathing. Appropriate means of passive physical contact such as standing between children or blocking a child's path, using prompts and guides (such as leading a child by the hand or arm, ushering a child away by placing a hand in the centre of the back) or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform;
- Try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance.

Examples of situations that particularly call for judgements of this kind include (not exclusively):

- a child physically attacks a member of staff or another child;
- children are fighting, causing risk or injury to themselves or others;
- a child is causing or on the verge of committing deliberate damage to property;
- a child is causing or is at risk of causing injury or damage by rough play or use of an object;
- a child absconds from a class or leaves an academy at an unauthorised time;



- a child persistently refuses to follow an instruction to leave a classroom;
- a child is behaving in a way that seriously disrupts a lesson, a school event or school visit.

In these examples, use of force would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way. Account must be taken of the individual needs of the child their understanding of the situation.

## 6 Recording

Any incidents when restrictive physical intervention has been used will be recorded in the academy's Team Teach Bound and Numbered book. They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. Once completed the book must be passed to the Head Teacher. The Head Teacher will ensure parents of the child are notified by phone, followed by a meeting and/or a letter *if* necessary.

Any incidents that result in a non-restrictive physical intervention should be recorded within the academy's usual recording and reporting systems with the Head Teacher or Inclusion Leader informed and parents updated.

All accident, incident or near miss reports must be recorded. All academies within the Trust can access the SCC online health and safety event reporting portal - [www.surreycc.oshens.com](http://www.surreycc.oshens.com).

## 7 Post-Incident

First aid will be administered by a trained first aider and emotional support will be provided as required.

Following any incidents where RPI has been used the Head Teacher will make arrangements to support the staff and children as these can be upsetting times. Staff will discuss the situation within 2 days of the incident with the Head Teacher to see if all procedures were followed and how we could try to avoid further repercussions, learning from the experience. Children's individual support plans will be updated accordingly.

It is important that any incidents are used as a learning opportunity and to help staff identify trends, patterns and functions of behaviours. This will support staff to teach more suitable alternative behaviours and reduce the risk of further need for PRI.

## 8 Monitoring

The use of RPI will be monitored by the Head Teacher through:

- Training records
- Reviewing incidents in the academy's Bound and Numbered book
- Post-incident discussions and follow up support for staff and children
- Monitoring of behaviour records
- Regular reporting to LA and Academy Council

The monitoring of RPI will also be supported by the Executive Team and the Lead Inclusion Advisor.

## 9 Complaints Procedures

The Kite Academy Trust has a clear Complaints Policy and any complaints would be received in the first instance by the Head Teacher. Parents wishing to make a complaint will be issued with the guidance booklet detailing the procedures from the academy.

## 10 Caring Touch

There may be circumstances when physical contact is appropriate other than that covered by Section 93 of the Education Inspection Act of 2006, for example:

- contact in PE demonstrating technique or exercises
- administering first aid
- congratulating a child or child or where a child is in distress and needs comforting
- young children and those with SEN may need staff to provide physical prompts or help

In all these cases teachers must use their own professional judgement when they feel a child needs this kind of support, which should always respect the wishes of the individual.

## 11 Monitoring of Policy

This policy will be monitored by the Head Teacher, Executive Team and the Academy Council. It will be reviewed on a regular basis. The Head Teacher and staff will review the academy's use of force strategy following any incidents and make any relevant changes to the policy.

### Document Management

<b>Document ID:</b>	P1053		
<b>Last Review:</b>	February 2022	<b>Review Period:</b>	3 years
<b>Responsibility of:</b>	Head of Improvement	<b>Ratified by:</b>	Trustees (29.03.22)



## Appendix 1 - Team Teach Approach

Team Teach Positive Behaviour Management is the approach used within the Kite Academy Trust to promote the use of positive behavior management strategies and provide staff with certified restrictive physical intervention training. This statement is intended as a supporting guide to the Kite Academy Trust academies and their Behaviour Policy, outlining the role of Team Teach; what is acceptable practice and that which clearly is not.

Team Teach is a whole setting, positive behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires.

Restrictive positive handling techniques are never used in isolation.

### The Team-Teach approach will:

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions
- Reinforce the essential verbal and non-verbal skills required in a crisis situation
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the child
- Following training, provide staff with knowledge, understanding and physical skills required for their personal safety, and the management of young people in their care
- Offer post-incident structure to both the child and member of staff using the relevant reporting structures as required by the Trust
- Be underpinned by the foundations of all actions being assessed against being reasonable, necessary and proportionate

### Team Teach Aim

To provide an accredited training framework designed to reduce risk and through working together to safeguard people and services.

### Team Teach Objectives

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the work place.
- To develop positive handling skills in behaviour management, including: verbal and non-verbal communication, diversion, de-escalation and safe, effective, humane physical interventions.
- To develop skills in positive listening and learning.

### Team Teach Basic Principles:

- At least two members of staff supporting when a situation potentially requiring physical intervention occurs. This is protection for both staff and children concerned.
- 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- Minimum force and time – it is important not to react emotionally but professionally and composed.
- Last resort (where possible) – all other behaviour management strategies to be tried and used first.
- Restrictive physical intervention techniques that provide a gradual, graded system of response – commensurate with the situation, task and individuals involved.
- Techniques allow for verbal communication at all times – utilising positive relationships.
- Techniques that do not rely on pain or “locks” for control.
- Staff safety and protection issues addressed – it is important for staff to have a range of break-away and release techniques in a serious situation where health and safety are at risk.

- Emphasis on staff awareness and communication skills – verbal and non-verbal communication used to de-escalate a possible crisis situation.
- Permissible touch for all members of Kite Academy Trust is acknowledged as between the elbow and shoulder on the outer arm.
- For the requirements of the physical intervention techniques trained staff will support children requiring the additional level of support at the wrist, along the forearm and shoulder (or as required by the technique, evidence of which can be found on the Team Teach website via video clips - [www.team-teach.co.uk](http://www.team-teach.co.uk))
- Following restraint there should be both a supportive and reflective structure for both staff and children.
- All incidents involving children being physically managed should be reported, recorded, monitored and evaluated.
- All academies have a responsibility to ensure trained staff have access to suitable environments in which they can (if required) hold a child. There should be options available within a short distance of all areas within the education provision and on the same level. Where suitable furniture or location is not viable, suitable chairs/beanbags should be available to be brought to the child.
- The use of the Team Teach help script across the Kite Academy Trust by all Team Teach trained and non-trained individuals, Leadership Team are responsible for ensuring all members of the community are aware of the Help Script and its importance.

Team-Teach is accredited by the Institute of Conflict Management.