



**The Kite
Academy
Trust**

THE KITE ACADEMY TRUST

RESTRICTIVE PHYSICAL INTERVENTION POLICY

P1185

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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.*

Safeguarding principles

All use of restrictive intervention must respect the dignity, wellbeing and human rights of the child. The Trust will always apply the least restrictive option, for the shortest possible time, and ensure that any intervention is lawful, necessary, reasonable, proportionate and in the child's best interests.

Whole school commitment

The Trust is committed to reducing the use of restrictive interventions over time through preventative approaches, staff training, and meeting pupils' individual needs. The use of force and seclusion will be monitored to ensure it is lawful, proportionate, non-discriminatory and used only as a last resort.

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 behaviours of concern and help manage potentially difficult situations, however, restrictive physical intervention must 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 necessary, reasonable and proportionate following a dynamic risk assessment;
- Restrictive physical intervention must only be used for the purpose of preventing imminent risk of harm, criminal offence, serious damage to property, or serious disorder, and must never be used as a punishment or to secure compliance;
- Use of physical force that is unwarranted, excessive or punitive is not acceptable;
- Any restrictive intervention must use the minimum force for the least amount of time necessary to keep people safe.

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 serious breaches of school discipline are prevented, along with 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 (e.g. individual child risk assessments, SEND Support Arrangements Plans, Individual Behaviour Support Plans) 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;
- Monitor for, and act upon, any disproportionality in incidents involving pupils with SEND or other vulnerabilities, making reasonable adjustments and updating plans to reduce future need for restrictive interventions.

Our intention is to:

- Ensure the right staff have access to positive behaviour management training, with all Senior Leadership Teams (SLT) trained via the Trust's Team Teach trainers at Level 2. Additional staff will be identified by academy leaders and training provided as appropriate;
- Involve the child where possible, all staff working with the child and the child's parents/carers in co-production 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 SLT 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 positive behaviour management training and support to all staff to enable them to effectively support all children.

This policy should be read in conjunction with:

- The Kite Academy Trust Behaviour Policy
- The Kite Academy Trust Special Educational Needs & Disability Policy
- [DfE – Guidance on Behaviour and discipline in schools](#)
- [DFE - Restrictive interventions, including use of reasonable force, in schools](#) (April 2026)

3 Terminology

For clarity, the following definitions are used in this policy:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.

Reasonable: using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within the [DFE - Restrictive interventions, including use of reasonable force, in schools](#) guidance. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving, either by physical obstruction, blocking or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact (i.e. holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint).

4 Responsibilities, Requirements & Entitlements

All Staff

- Engage in ongoing personal development for all staff related to positive behaviour support and de-escalation.
- All members of each academy SLT will have Level 2 Team Teach training. Refresher training will be provided in line with Team Teach regulations (currently a 6-hour refresher annually).
- Additional staff will be identified by academy leaders for Team Teach Level 2 training as appropriate.
- Be aware of and apply the principles of necessary, reasonable and proportionate intervention as a last resort.
- Dress appropriately for the potential of needing to use RPI (e.g. secure footwear, no long necklaces)

All Staff following initial Team Teach Training

- A minimum of 6 hours refresher Team Teach training for Level 2 trained staff annually.
- Availability of additional Team Teach training for areas not covered in the mandatory Level 2 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).
- Access 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 technique's efficiency or inadequacy in relation to any particular child (which must then be recorded by that particular member of staff in that child's individual support plan/risk assessment).

Academy Headteacher

- Ensure staff understand their powers to use reasonable force and when it may be necessary.
- Maintain an academy list of staff trained in Team Teach and those authorised for planned physical interventions.
- Ensure that a written record is made for every significant incident in which force is used, as required by law, as soon as practicable and normally on the same day.
- Ensure parents/carers are informed as soon as practicable following a significant incident, and normally on the same day, unless there are exceptional safeguarding reasons not to do so.

- Analyse incident data termly (including duration, locations, injuries, staff involved, and disproportionality analyses) and report to the Hub Board Committee Governors/ Trustees with actions to reduce use.

Academy Headteachers are able to request an annual 'walk around' of their academy with the Trust Leader for SEND & Inclusion to support the commitment to Team Teach.

Executive Team supported by Trust Leader for SEND & Inclusion and the Business Services 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 recording restrictive physical intervention-are being followed for 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 Business Services 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.

Trustees & Hub Board Committee Members (as relevant)

- Receive and scrutinise termly data on restrictive interventions and seclusion.
- Ensure policy and practice reduce use over time and protect vulnerable groups.
- Are entitled to attend any behaviour management training (as observers).
- Ensures that the academy holds a complete list of training records and that these records are up-to-date
- Trustees must ensure that the Trust complies with statutory duties for recording and reporting the use of force, restraint and seclusion, and that robust systems are in place to monitor this.

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 plans.

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.

5 The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows teachers and other persons who are authorised by the Academy Headteacher 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 themselves or others;
- Committing a criminal offence;
- Damaging property;
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use reasonable force and/or other restrictive interventions are identified by Academy Headteachers and provided with Team Teach training.

Staff should use professional judgement through dynamic risk assessment. The seriousness of the risk of injury, offence, damage or serious disruption must be weighed against the risks of using physical intervention, and whether other strategies are likely to be effective.

The Trust will have regard to the Department for Education guidance 'Restrictive interventions, including use of reasonable force, in schools' (April 2026) which details the statutory duties for recording and reporting each significant incident involving the use of force.

This policy also complies with the **Schools (Recording and Reporting of Use of Force and Seclusion and Restraint) (England) Regulations 2025**, which place statutory duties on schools to record and report significant incidents involving the use of force.

6 Unacceptable practices/use of force

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation (i.e. by covering the mouth and/or nose, or applying pressure to the neck region or abdomen). The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Following any use of force, staff must consider whether a medical assessment is required, and ensure appropriate medical attention is provided immediately where there are any concerns about injury or distress.

For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Any use of force that is deliberately intended to cause pain, humiliation or degradation is strictly prohibited.

7 Recording & Reporting

Under section 93A of the Education and Inspections Act 2006, schools must record every significant incident in which force is used, in accordance with statutory requirements.

Any significant incidents/incidents where restrictive physical intervention has been used must be recorded as soon as practicable and normally on the same day. The Academy Headteacher must ensure parents/carers are informed as soon as practicable and normally on the same day, unless there are exceptional safeguarding reasons not to do so.

Records will include (as a minimum):

- date/time/location;
- staff and pupils involved;
- antecedents and de-escalation attempted;
- reason legal threshold was met;
- type of intervention/holds used and their duration;
- any injury and medical checks;
- pupil and staff debrief;
- immediate outcomes and planned follow-up;
- whether seclusion was used.

Any incidents that result in a non-restrictive physical intervention should be recorded within the academy's usual recording and reporting systems, with the Academy Headteacher 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.

8 Seclusion (Safety Measure Only)

Seclusion must only be used as a safety measure where it is necessary to prevent a pupil from causing serious harm to themselves or others, and must never be used as a disciplinary sanction or punishment.

Seclusion is a non-disciplinary intervention which involves keeping a pupil confined to a place away from others and prevented from leaving.

Seclusion, as defined in this policy, is not a disciplinary response to deliberate or wilful misbehaviour. Seclusion should not be implemented by staff through threat of punishment, and should only be used for the minimum time necessary.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in 'Section 9 Recording and reporting' below.

Where seclusion is used, it will be risk-assessed, proportionate and recorded and reported to parents/carers as soon as practicable, with the aim that this is on the same day. Suitable, safe environments must be available and monitored. The use of seclusion must be proportionate, time-limited, continuously supervised and cease immediately once the risk of harm reduces.

9 Recording & Reporting of Seclusion & Non-force Restraint

Any incident of seclusion or non-force restraint must be recorded as soon as practicable after the event and normally on the same day. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents/carers as part of a pupil's behaviour support plan.

Records must include:

- names of pupil and staff directly involved;
- time, date, location and approximate duration of the intervention;

- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code;
- brief account of why the intervention was assessed as necessary in that instance;
- details of any physical injuries sustained, if applicable;
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Parents/carers must be informed as soon as practicable and normally on the same day, unless there are exceptional safeguarding considerations.

A copy of this record must be shared with parents/carers. Parents/carers should be invited have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

10 Post-Incident Support & Learning

Following any use of force, staff must consider whether a medical assessment is required, and ensure appropriate medical attention is provided immediately where there are any concerns about injury or distress. 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 Academy Headteacher will make arrangements to support the staff and children as these can be upsetting times. A structured debrief with the pupil and staff will take place as soon as appropriate and within two school days. 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 RPI.

11 Monitoring

The use of RPI will be monitored by the Academy Headteacher 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 Hub Board Committee
- Ensuring compliance with statutory recording and reporting duties and identifying any failure to record or report incidents.

Leaders will analyse trends (frequency, duration, locations, staff involved, injuries) and review disproportionality by SEND and protected characteristics. Termly reports will be provided to the Hub Board Committee for that academy, with actions to reduce future need for restrictive interventions and seclusion.

The monitoring of RPI will also be supported by the Executive Team and the Trust Leader for SEND & Inclusion.

12 Complaints

The Kite Academy Trust has a clear procedure for complaints. Any complaints should be directed to the Academy Headteacher in the first instance.

Please see The Kite Academy Trust Complaints Policy.

13 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 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, staff must use their own professional judgement where they feel a child needs this kind of support, which should always be respectful of the wishes of the individual.

14 Monitoring of Policy

This policy will be monitored by the Academy Headteacher, Executive Team and the Hub Board Committee for the academy, and reviewed on a regular basis. The Academy Headteacher and staff will review the academy's use of force strategy following any incidents and make recommendations for any relevant changes to the policy.

Document Management

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Responsibility of:	Chief Education Officer	Ratified by:	Trustees (20.07.26)

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 Behaviour Policy and the academies within the Trust, 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 The 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)
- 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 – the SLT 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.

Appendix 2 - Seclusion Protocol & Recording Requirements

Definition: Seclusion is where a pupil is supervised alone and prevented from leaving. It is a safety measure only and must never be used as punishment, coercion or for behaviour management purposes.

Authorisation: The Academy Headteacher (or delegate) must authorise seclusion where practicable; emergencies must be reported to the Academy Headteacher as soon as possible.

Environment: A safe, supervised space with adequate ventilation, visibility and communication. Doors must not be locked in a way that prevents immediate exit in an emergency.

Duration: Minimum time necessary with continuous observation and welfare checks. Seclusion must end immediately once the risk of harm has reduced and must never be prolonged beyond what is necessary.

Recording & Reporting: Record on the Seclusion Record. Parents/carers must be notified as soon as practicable and normally on the same day, unless there are exceptional safeguarding reasons not to do so.

Review: Debrief with pupil and staff. Update plans and analyse data termly, including disproportionality checks.