



Policy approved & adopted by	Headteacher & Governors
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Next Review	March 2027

Restrictive/Physical Intervention Policy

Introduction

This policy acknowledges Lancashire County Council's Restrictive Physical Intervention Protocol. It also aligns with the Education and Inspections Act 2006 (s93), the Equality Act 2010 AND Behaviour in Schools (2024). In addition, this policy reflects and incorporates the Department for Education's updated statutory and non-statutory guidance, **Restrictive interventions, including use of reasonable force, in schools (April 2026)**.

The person responsible for the implementation of this policy is the Headteacher, who is an Advanced Team Teach Trainer. This policy is reviewed annually by the Headteacher and the Governing Body. It is intended to support all teaching, support staff and volunteers who come into contact with learners within the school by explaining the school's arrangements for care and control. Its contents are available to parents and learners and a statement about the school's Learner and Student Conduct Policy is made to parents in the school prospectus and on the school website. This statement includes information on the use of interventions, including reasonable force and seclusion.

This policy should be read in conjunction with other school policies and guidance relating to the interaction between adults and learners/students, in particular the Learner and Student Conduct Policy.

Policy aims

Good personal and professional relationships between staff and learners are vital to ensure good order in our school and the majority of learners respond positively to the discipline and behaviour support strategies practised by staff. This ensures the well-being and safety of all learners and staff in school. In exceptional circumstances, the use of restrictive physical

intervention may be required. Tor View School acknowledges that physical interventions are only a small part of a holistic approach to behaviour management and support.

As such, every effort will be made to ensure that all staff in this school:

- (i) clearly understand this policy and their responsibilities, in the context of their duty of care, in taking appropriate measures where restrictive physical intervention is necessary;
- (ii) are provided with appropriate training to deal with these difficult situations.

Minimising the need to use force

At Tor View School we aim to create a calm environment in order to minimise the risk of incidents which require the use of restrictive physical intervention. Through the school ethos and curriculum, we aim to promote independence, choice and inclusion and learners are given maximum opportunity for personal growth and emotional well-being.

The Pupil and Student Conduct Policy promotes the development of good personal and professional relationships between staff and learners/students across the school; it informs and guides staff to teach and reward appropriate learner and student conduct that supports learning, progress, achievement and enjoyment of school life. All staff members are trained in how to defuse situations to prevent them from escalating. Similarly, staff members are taught how to de-escalate incidents should they arise.

Where specific learner groups display behavioural needs which require a more individual approach, this is addressed through specific policy and practice which is sensitive to the broad needs of the group and promotes a consistent approach across teaching and support staff working with the group. Further information can be found in the Secondary Conduct Policy.

Where individual learners persistently present challenging or hazardous behaviour an individual Conduct Support Plan is drawn up. This plan details the specific proactive strategies to support the learner in developing positive patterns of behaviour by encouraging them to communicate their needs and make choices appropriately. Furthermore, it specifies the reactive strategies, including the use of restrictive intervention, to be used to maintain the safety and well-being of all concerned, and the good order of the school. Use of restrictive intervention is only used when the risks involved in doing so are outweighed by the risks involved in not using restrictive intervention.

Learners that have issues relating to sensory regulation or other conditions that may result in increased anxiety levels are supported individually through personalised programmes to help them to manage their anxiety.

Implications of current policy, protocol and guidance

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a learner from doing, or continuing to do any of the following:

- committing a criminal offence;

- causing injury to self or others;
- causing damage to property;
- prejudicing the maintenance of good order and discipline at the school, whether during a teaching session or otherwise (this includes authorised out-of-school activities).

As teaching and non-teaching staff work ‘in loco parentis’ and have a ‘Duty of Care’ towards their learners, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our control methods for reducing risks presented by challenging or hazardous behaviour. Learners’ Conduct Support Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

The application of any form of restrictive intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for restrictive intervention.

Staff members need to be aware that they are responsible for:

- assessing risks related to individual circumstances which may arise in the course of their day-to-day duties and;
- making judgements about when the use of restrictive intervention is necessary and the degree of force which may be regarded as reasonable to manage a situation.

Staff members need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

Restrictive physical intervention will only be used as a last resort when all other behaviour management strategies have failed or when learners, staff or property are at risk.

The Violent Crime Reduction Act (2006) and Searching, Screening and Confiscation *guidance (2023 update)* gives schools the power to screen or search learners for weapons. As the power to search should only be used where it is judged to be safe, if the school decides that a search may be necessary and it is deemed unsafe, then the police would be called.

Parents/Carers will be consulted in this case.

Definitions of Positive Handling

Positive Handling describes a broad spectrum of risk reduction strategies and is part of a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Conduct Support Plans at Tor View are designed to support staff to positively manage hazardous or challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a learner may need to be supported in a crisis.

Physical Contact

In line with their role of providing learner care and supporting learners to access a broad and balanced curriculum situations may arise in which proper physical contact occurs between staff and learners. It would seem reasonable that young children may require opportunities for close contact such as physical reassurance e.g. a side-hug as long as this is sought by the child, sensitively carried out and age/person-appropriate the Governors would fully support this approach.

Restrictive Intervention

This is a means to prevent, restrict or subdue movement of the body or part of the body, of a learner. The term 'restrictive interventions' can be describing both physical and non-physical actions aimed to restrain learners in different ways. (DfE, 2026)

Restraint and Restrictive Physical Intervention (RPI)

Restraint is defined as follows:

A non-disciplinary intervention which immobilises a learner or limits their movement. This may or may not include direct physical contact. For example, holding a learner's arms to their sides or removing a learner's crutches would both be considered forms of restraint. (DfE, 2026)

Restraint and restrictive physical intervention are a last resort and will only be used when there is an immediate risk to learners, staff or property. If no Conduct Support Plan is in place, incidents must be recorded as a Serious Incident or on an RF1 form and reported on CPOMS. If anyone is injured and this requires external medical attention, an Accident/Incident report must also be completed. Records of incidents must be given to the Academy Business Lead/Deputy Headteacher as soon as possible.

The scale or nature of physical intervention or restraint/restrictive physical intervention must be reasonable and proportionate to both the behaviour of the individual and the risk posed to themselves or others.

Seclusion

This is a non-disciplinary intervention involving keeping a learner 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.

Seclusion should only be used as a safety measure to protect others from harm when a learner is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the learner is not acting with intent (DfE, 2026).

In the event that seclusion is deemed the safest option for a learner, this will be used for the minimum time required and never as a punishment or threat.

Any incidents of seclusion will be recorded and shared with parents/carers as noted on page 10 'Recording Incidents' and 'Reporting Incidents' procedures. Incidents of seclusion will also be additionally recorded on CPOMS.

Planned and emergency physical interventions

A **planned intervention** is one that is described / outlined in the learner's Conduct Support Plan. This should cover most interventions, as possible scenarios will be identified and planned for when the Conduct Support Plan is drawn up. These interventions may include the use of Team Teach techniques. Where a Conduct Support Plan including restrictive physical intervention is required, a risk assessment will also be completed to ensure that all risks are reduced to a manageable level.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the learner. Members of staff retain their duty of care to learners and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a Conduct Support Plan will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

Positive Handling at Tor View School (defined as the full range of strategies used to manage behaviour including where necessary restrictive physical intervention) is seen as a proactive response to meet individual learner needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities, and the range of behaviour management strategies used.

Underpinning values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.
- Learners attending this school and their parents have a right to:
- consideration of individual learner needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all learners and staff working in school;
- expect Conduct Support Plans to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that learners understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Prevention

Primary Prevention

This is achieved by:

- the deployment of appropriate staffing numbers;
- the deployment of appropriately trained and competent staff;
- avoiding situations and triggers known to provoke challenging behaviour;
- creating opportunities for choice and achievement;
- developing staff expertise through a programme of Continuous Professional Development;
- exploring learners' preferences relating to the way(s) in which they are managed.

Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence that is likely to develop into violence or aggression and employing 'defusing' techniques accordingly to avert any further escalation.

Where there is clearly documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- primary prevention has not been effective, and;
- the risks associated with **NOT** using RPI are greater than the risks of using RPI, and;
- other appropriate methods, which do not involve RPI, have been tried without success.

Risk assessment and deciding whether to use force

Both hazardous/challenging behaviour and restrictive physical interventions will involve a risk – to both staff and learners. A risk assessment aims to balance these risks. The aim of the individual learner's Conduct Support Plan and of this policy is to reduce the risks associated with learners' behaviour as far as is reasonably practicable – the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Learners whose challenging behaviour may pose a risk to staff or learners will be the subject of a Risk Assessment and will have a Conduct Support Plan drawn up as a result of this. These will be shared with all staff and stored centrally.

All staff authorised to use restrictive physical intervention with learners receive training in Team Teach techniques and receive information about the risk to learners of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

Due to the extremely hazardous nature of the behaviour of a very few learners in the school, these learners may have Team Teach Ground Supports written into their Conduct Support Plan. These are advanced techniques and carry elevated levels of risk. As a result, these are only considered as a possibility if a comprehensive risk assessment indicates that there is a Care and Control

foreseeable risk of serious injury due to a learner's behaviour and if their behaviour cannot be controlled in any other way. Staff who may need to use these advanced techniques would receive additional advanced training. The use of Team Teach restrictive physical intervention is overseen by Tor View's Intermediate and Advanced Team Teach Trainers. In some cases, for example learners who may require the use of advanced techniques, Advanced Team Teach Trainers will identify the most appropriate techniques to ensure the safety of all involved. In the case that the Advanced Team Teach Trainers identify that there is no suitable technique that can be used safely, this may indicate that the learner's placement at school may no longer be appropriate and Tor View may no longer be able to meet need.

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out the strategies detailed in a learner's Conduct Support Plan have a duty to report these to the Academy Business Lead or Deputy Headteacher immediately as this may impact on their own safety and that of colleagues and/or learners.

Using Force

Reasonable Force is 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 means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. (DfE, 2026)

At Tor View:

- staff members are expected to use a **minimum** degree of force for the **shortest period of time** only when it is necessary to prevent or stop a learner causing injury to themselves or others, damaging property, causing disorder or committing a criminal offence.
- the scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual, and the nature of the risk present;
- staff would be expected to follow the learner's Conduct Support Plan in the first instance to manage an incident/challenging behaviour;
- if this was unsuccessful and the situation continued to escalate staff would then be expected to employ other Team Teach techniques that they have been trained;
- only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint; the overriding consideration should still be the reasonable and proportional nature of the force used; any form of restraint that is likely to injure a learner (particularly anything that could constrict breathing) should only be used in **EXTREME** emergencies and when there was no viable alternative.

All the techniques used take account of a young person's:

- age;
- sex/gender;
- level of physical, emotional and intellectual development;
- special needs;
- social context.

They also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identify a need for a planned approach, Conduct Support Plans are written for individual learners and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

Staff Training

Training is available for all staff at Tor View School as part of on-going staff development. No member of staff will be expected to use physical elements of Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken.

Lancashire Children's Services Authority (CSA) and Tor View School are committed to using Team Teach. Team Teach Ltd is a training provider that is accredited through the British Institute of Learning Difficulties (BILD) and adheres to their Code of Practice on physical intervention. Tor View School acknowledges that physical techniques are only a small part of a wider holistic approach to behaviour management.

Most school staff working directly with learners will receive a 12-hour Intermediate Course in Team Teach as the school is considered to be a medium risk setting. This is in line with County guidance and Team Teach policy. This level of training is required for most staff as they are expected to be able to actively support each other, and learners, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe.

Strategies for dealing with challenging behaviour

As endorsed in the school's Pupil and Student Conduct Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to learners or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and necessitates intervention, some or all of the following approaches should be taken according to the circumstances of the incident and in association with the Education and Inspections Act 2006 Section 93:

- Total Communication Approach;
- Staff redirection to promote positive choice making;
- 'Change of face' and de-escalation techniques;

- Positive relations and restoration.
- Physical intervention i.e. reasonable force being used to prevent a learner harming him or herself, others or property.

In some circumstances, trained staff may need to use more restrictive Team Teach restrictive physical intervention techniques. Acceptable methods are taught as part of the training procedures made available to appropriate staff.

Any such measures will be most effective in the context of the overall positive and caring ethos of the school, the way in which staff exercise their responsibilities, and the behaviour management strategies used. Staff may need to rotate roles and a 'Change of Face' strategy as required. Staff must consider both the learner's and their own wellbeing and take time to reflect in conjunction with their line management.

It is acknowledged that with some disengagement techniques learners may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief and transient, and poses less of a risk than the behaviour they are employed in response to e.g. biting.

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe" George Matthews - Founder, Team Teach.

Any such injury will be recorded and reported using Medical Tracker and as a Serious Incident on CPOMS. Almost all staff members are trained in First Aid and there is a school nurse on site. Identified staff are trained in First Aid at Work, Paediatric First Aid and Outdoor First Aid. Any of these may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention.

Recording incidents

Where restrictive physical intervention has been used a record of the incident will be kept. Where a learner has a Conduct Support Plan that specifies the use of specific restrictive intervention techniques, incidents in which these techniques have been used are recorded using a conduct intervention log. This log is reviewed on a weekly and termly basis. Where a learner does not have a Conduct Support Plan, any incident of restrictive physical intervention is recorded using the Child Protection On-line Management System (CPOMS) as soon as possible after the incident (within 24 hours), normally prior to staff going off duty. This system acts as a database of all such incidents in which an individual learner has been involved. All incidents involving a learner being supported using an advanced technique such as Front Ground Support, Back Ground Support or Shield to Cradle Ground Support, which involve a learner being held prone or supine on the ground, are recorded using an RF1 form regardless of whether the learner has a Conduct Support Plan.

Details recorded on a conduct intervention log include:

- name of the learner and staff involved;
- time, date, location and approximate duration of the intervention;

- any relevant needs or circumstances of the learner including SEND code;
- overview of the incident including conduct observed in the lead up to the incident, taking into account potential triggers;
- actions from others including any preventative or de-escalation strategies used;
- where relevant, what type of reasonable force was applied, the degree of force and the reason for this;
- details of any medical treatment if any injury or other adverse impact was identified.
- Post incident support, evaluation of information and actions.

Staff should complete conduct recording as soon as practicable after an incident.

After the termly review of conduct recording, this is uploaded to the learner's CPOMS file.

An Accident/Incident Form will be completed where more serious injury has occurred to a learner. An Accident/Incident Report Form will also be completed where more serious injury has occurred to a member of staff. Parents/Carers will be informed of these incidents.

Reporting incidents

Parent/Carer Communication

Information surrounding any incident requiring the use of force will be shared with parents/carers. This includes when the use of force is planned as named in a Conduct Support Plan or in response to an emergency. This communication will include

- time, date location of the incident;
- intervention used including why it was necessary;
- degree and type of force used;
- any further information as relevant such as injury or medical input.

Parents will be invited to discuss any incident via telephone, with any relevant communication being used to further edit or enhance a learner's Conduct Support Plan and/or Risk Assessment as appropriate. Staff will provide written confirmation following this on ClassDojo.

Advanced Supports

All incidents recorded on an RF1 form will be reported to parents/carers and other appropriate external agencies such as Social Care via telephone.

The Internal and External Team Teach Verifiers will be informed of any Advanced Ground Supports via email on the same day that they occur. Information relating to the use of any Advanced techniques is reported to Team Teach every 6-8 weeks. All staff supporting with Advanced team Teach are First Aid trained and will support learner recovery (medical and emotional) following Team Teach guidance.

Where there is any concern over the appropriateness of a response, the Team Teach Verifiers may contact Team Teach directly or refer the incident to the LADO for clarification and/or investigation.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures as noted above. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Deputy Headteacher to the needs of any learner(s) whose behaviour may require additional support.

Monitoring of incidents will take place on a regular basis (at least half-termly) and the results used to inform planning to meet individual learner and school needs. To support the Deputy Headteacher and school and ensure objectivity the School Governors will be involved in the monitoring process.

The Deputy Headteacher will present an annual summary of incidents that have involved the use of force to the Governing Body Health and Safety Committee.

Action after an incident

At Tor View School we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force they should have access to counselling and support should they wish it. Within the school, this will be made available/supported through the staff member's line manager, Headteacher or Deputy Headteacher. Staff may also contact the Employee Assistance App/SAS.

The Deputy Headteacher will ensure that each Serious Incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a learner, this will be pursued through the appropriate procedure:

- review of Conduct Support Plan;
- child protection procedure (this may involve investigations by Police and/or Social Services);
- staff or learner disciplinary procedure;
- school Pupil and Student Conduct Policy;
- suspension/exclusions procedure; in the case of violence or assault against a member of staff this may be considered.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

Support Following Incidents

Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for learners that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition, procedures are in place to ensure that appropriate support is provided for staff and that following an incident learner/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All members of staff are reminded that all learners who present with challenging behaviour will have a Conduct Support Plan, which should be strictly adhered to. These plans are reviewed regularly at Annual Review or as required throughout the academic year. All staff members are encouraged to make a contribution to the plans. A learner's Conduct Support Plan constitutes a Safe System of Work under Health and Safety Regulations. If any member of staff believes that a Conduct Support Plan is no longer effective/suitable for any reason they MUST discuss this with the class teacher responsible for writing it BEFORE making any adjustments to it.

Any member of staff or learner at the school involved in or witnessing a serious incident involving the use of RPI may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

Learners who may be distressed by events can be offered the following support:

- quiet time taking part in a calming activity;
- quiet time away from the incident/trigger;
- resuming their usual routine/previous activity when appropriate to ensure familiarity and routine;
- time with a member of staff to debrief the incident, using restorative practice and augmentative forms of communication (AAC) if required.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of any complaint made by a learner, parent or other person in relation to the use of Restrictive Physical Intervention within the school indicates that an allegation of mishandling by a member of staff is being made which complies with the criteria contained in CSA guidance (currently contained in Appendix R of the Lancashire Safeguarding Children Guidance), the matter will be reported to the Local Authority Designated Officer (LADO) in accordance with LA procedures.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance in accordance with Trust policy.

This section should be read in conjunction with the Sea View Trust's complaint procedure. A full copy is available from the school office or on the school website.

Whistle Blowing

Whilst the training in Team Teach provided to all staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff members are reminded that part of their duty of care to learners includes the requirement to report any such matters which cause them concern in relation to learner management and welfare. Any such concerns, (short of immediate Child Protection concerns which should of course be passed to the DCPO), should be raised with the Headteacher or Deputy Headteacher, another Senior Leader or with the Chair of Governors in order to allow concerns to be addressed and practice improved.

Reference documents

DfE (February 2024) Behaviour in Schools: Advice for headteachers and school staff (Feb 2024) - [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

DfE (April 2026) Restrictive interventions, including the use of reasonable force, in schools - [Use of reasonable force and other restrictive interventions guidance](#)

Equality Act 2010 -DfE departmental Advice- [Equality Act Advice Final.pdf](#)

Lancashire County Council (2012) Protocol on the use of restrictive physical interventions in schools, residential homes and other care settings for children - www.lancashire.gov.uk

Searching, Screening and Confiscation *guidance (2023 update)*
[Searching, Screening and Confiscation](#)

The Education and Inspections Act 2006 - Section 93 replaces section 550A of the Education Act 1996 - <http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

The Children's Act 1989 - http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm