



**The Park Federation Academy Trust**  
**Use of Reasonable Force Policy 2026**

## Version History

Version	Date	Status and Purpose	Changes overview
1	25 <sup>th</sup> March 2026		First Approved

## Approval

Signed by *Helen Abell*  
CEO

**Date of approval: 25<sup>th</sup> March 2026**

**Date of review: 1<sup>st</sup> March 2027**

## Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

## Contents

1. Introduction and purpose.....	3
2. Legal framework .....	4
3. Key definitions.....	4
4. Who can use reasonable force?.....	5
5. Staff training and risk assessment.....	5
6. Unacceptable uses of force.....	6
7. Appropriate physical contact with pupils.....	6
8. Use of reasonable force when conducting a search.....	7
9. Use of seclusion.....	7
10. Determining when use of restrictive interventions is appropriate.....	7
11. Minimising the need for restrictive interventions.....	8
12. Special considerations for pupils with SEND.....	9
13. Recording the use of force.....	10
14. Reporting the use of force to parents.....	10
15. Reporting and recording seclusion and non-physical restraint.....	11
16. Post incident support and review.....	11
17. Academy council responsibilities.....	12
18. Complaints and allegations.....	13
19. Policy review.....	13
20. Communication of this policy.....	13

---

### 1. Introduction and Purpose

This policy sets out The Park Federation Academy Trust's approach to the use of restrictive interventions, including reasonable force and seclusion, in line with the Department for Education's guidance "Restrictive interventions, including use of reasonable force, in schools" (April 2026).

The use of restrictive interventions can have a significant impact on pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Our primary aim is to proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and when necessary, to help school staff feel confident in knowing how to use these interventions safely, appropriately and lawfully.

## 2. Legal Framework

This policy has been developed in accordance with:

- The Education and Inspections Act 2006, especially sections 93 and 93A
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- The Health and Safety at Work etc. Act 1974 and associated regulations
- The Human Rights Act 1998
- The Equality Act 2010

## 3. Key Definitions

**Restrictive intervention:** A means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This includes both physical and non-physical actions aimed to restrain pupils in different ways.

**Non-disciplinary intervention:** An action taken to solely maintain safety or well-being, rather than penalising a pupil for breaking a rule.

**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 means 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 force exceeds appropriate physical contact (such as a hand on the shoulder for guidance). For further examples on appropriate physical contact, see Section 7. This includes physical force used to enforce a non-physical intervention, for example, physically moving a pupil who refuses to enter a safe space.

**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 the way, or making them believe there could be a further consequence if they try to leave.

**Restraint:** A non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. This is the specific act of restricting a pupil from moving. This can be:

- Direct - a Team Teach hold
- Indirect - blocking their path

#### 4. Who Can Use Reasonable Force?

**All members of school staff** have the legal power to use reasonable force in certain circumstances.

Staff may use reasonable force to prevent or stop a pupil from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at the school, whether during a teaching session or otherwise

#### 5. Staff Training and Risk Assessment

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. At The Park Federation Academy Trust, we use the Team Teach method of intervention and a variety of members of staff are trained to varying levels. Identified staff within The Park Federation Academy Trust have been trained by Team Teach to a sufficient level to be able to train others in their practice. Team Teach training has the following levels available. Please see Appendix E for more information and guidance on this.

At The Park Federation Academy Trust, we will:

- Provide appropriate training to all staff on their Academy behaviour policy, including managing behaviour and preventative strategies.
- Ensure staff who regularly work with pupils where the use of reasonable force may be required receive specific training
- There will be a risk assessment carried out to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible - this will be documented on an individual TPFAT Risk Assessment for staff.
- Staff who are Team Teach trained **must** have completed a health and fitness questionnaire in order to be trained and subsequently use Team Teach strategies in school. Staff members trained **must** ensure that their line manager is aware of any changes to their health or circumstances that would affect their ability to use the physical strategies safely.
- Review training needs annually and following any significant incidents
- Ensure that staff trained in Team Teach have their training refreshed annually, in line with guidance.

## 6. Unacceptable Uses of Force

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

The following are strictly prohibited:

- Restraining pupils in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen
- Using force as a form of punishment
- Any intervention that could reasonably be expected to cause injury

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.

## 7. Appropriate Physical Contact with Pupils

**Schools should not have a 'no contact' policy.** Additionally, schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions.

At The Park Federation Academy Trust, we recognise that appropriate physical contact is part of caring for and educating children. Examples of occasions when physical contact is generally appropriate include:

- To give first aid
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example, a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To facilitate physiotherapy exercises for a pupil following training from an Occupational Therapist or Physiotherapist
- To provide or support a pupil with intimate care

When assessing whether physical contact is appropriate, staff should consider:

- The school's child protection policy
- The applicable circumstances, such as whether there are other adults present
- The individual pupil's age
- Whether the pupil has SEND or other vulnerabilities
- Whether any alternative strategies that do not include physical contact can be used

## **8. Use of reasonable force when performing a search**

Principals, and the staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the [Searching, Screening and Confiscation in Schools](#) guidance document for detailed advice on searching a pupil.

## **9. Use of Seclusion**

Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through the threat of punishment.

If seclusion is used:

- 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. Staff may be stationed either inside the room or immediately outside, provided the pupil remains clearly visible and continuously monitored.
- As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.
- The use of seclusion should be recorded and reported to parents/carers. (See Appendix B – Template Letters) ideally on the same day or as reasonably practicable.

## **10. Determining When Use of Restrictive Interventions is Appropriate**

The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

Staff must consider three key questions:

### **10.1 Is it necessary?**

- Staff should consider whether there are other, more effective, less restrictive ways to manage a situation
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment

## **10.2 Is it proportionate?**

- Staff should use the least amount of force or the least restrictive intervention necessary for the least amount of time required to reduce the relevant risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the personal circumstances of the pupil, such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010

## **10.3 Have you considered the pupil's welfare?**

Staff must consider:

- The impact on the pupil's overall welfare, balanced against any actions taken
- Maintaining respect for a pupil's dignity, including considering the location and environment where any intervention is used
- Clearly and calmly communicating to the pupil what is happening, why, and explaining what the pupil needs to do
- How the pupil is feeling and using this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped

## **11. Minimising the Need for Restrictive Interventions**

At The Park Federation Academy Trust, we are committed to creating an environment that minimises the need for restrictive interventions through:

### **11.1 Whole-School Measures**

- Consideration of how the school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using an appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

### **11.2 Individual Approaches**

- Working closely with parents to support individual pupils
- Strategies to support individual pupils based on their identified needs, including the development of behaviour support plans
- Giving pupils time, space and strategies to calm down before their behaviour escalates

## **12. Special Considerations for Pupils with SEND**

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety.

At The Park Federation Academy Trust, we will:

- Seek to understand the underlying triggers of challenging behaviour
- Create an inclusive environment and consider the impact of school policies on pupils with SEND
- Utilise staff who know individual pupils well to help identify and manage risk
- Work with the pupil, parents and other professionals to develop prevention and de-escalation strategies

### **12.1 De-escalation Strategies for Pupils with SEND**

Depending on the circumstances, examples of strategies may include:

- Removing stimuli that may be causing distress
- Changing body language, facial expression, and/or tone of voice
- Supporting the pupil to express their emotions before getting overwhelmed
- Engaging the pupil in an activity which can help them manage their feelings of anxiety
- Distracting the pupil with something that interests them or by introducing familiar objects and activities to redirect their attention
- Staff members could use a shared script with specific children to help de-escalate situations.

### **12.2 Behaviour support plans for children with SEND**

Where appropriate, school staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Schools, where appropriate, should utilise external agency partnerships and guidance in order to inform the creation of behaviour support plans.

Behaviour support plans should outline any adjustments, such as addressing aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Any behaviour support plans should be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

### **13. Recording the Use of Force (Statutory Requirement)**

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved, and they should endeavour to do this no later than the same day.

#### **13.1 What Must Be Recorded**

Schools should record the following details as a minimum:

- Names of the pupil and staff directly involved
- 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
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

#### **13.2 Recording Process at The Park Federation Academy Trust**

Staff involved in an incident must:

1. Complete the incident record form (see Appendix A for the form that will be used) on the same day, where possible
2. Submit the completed form to the Principal or designated senior leader, who will ensure the form is converted to PDF and uploaded onto CPOMS.
3. Ensure all required information is included as per the statutory requirements above.

### **14. Reporting the Use of Force to Parents (Statutory Requirement)**

Parents must be informed as soon as practicable after the incident and schools should endeavour to do this no later than the same day, in writing.

#### **14.1 What Must Be Reported**

A report of the incident made to parents should include the following details as a minimum:

- Time, date, location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable

## **14.2 Exceptions to Reporting**

Exceptions to the requirement to report are where:

- The pupil is aged 20 or over; or
- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

## **14.3 Reporting Process at The Park Federation Academy Trust**

The Principal or designated senior leader will:

1. Contact parents by telephone on the same day, where possible
2. Communicate this information to parents in writing, for example, via email or online messaging system
3. Invite parents to have a follow-up discussion about the incident, where appropriate

See Appendix B for template letters that can be used to inform parents and carers.

## **15. Recording and Reporting Seclusion and Non-Force Related Restraint**

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved, and they should endeavour to do this no later than the same day

### **15.1 What Must Be Recorded**

Schools should record the following details as a minimum:

- Names of the 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

### **15.2 Reporting to Parents**

Parents must be informed as soon as practicable after the incident, and schools should endeavour to do this no later than the same day.

The same exceptions apply as for reporting the use of force (see section 14). See Appendix B for template letters that can be used to inform parents and carers.

## **16. Post-Incident Support and Review**

Schools should evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

### **16.1 Immediate Actions**

- If appropriate, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible
- Any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive

### **16.2 Follow-up Conversations**

Schools should, where deemed necessary, hold a follow-up conversation(s) where deemed necessary to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation should be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue.

#### **At The Park Federation Academy Trust:**

- This process will be facilitated by a senior leader who was not involved in the incident
- We will continue to monitor pupil and staff wellbeing and provide additional support if needed, for example, through further follow-up conversations, counselling or other resources
- Any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed will be provided with appropriate support where necessary

## **17. Academy Council Responsibilities**

The Academy Council must take all reasonable steps to ensure that the school's procedures for recording and reporting the use of force, seclusion and restraint are complied with.

The Academy Council should regularly review and interrogate data on restrictive interventions to ensure school leaders:

- Identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective

- Identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice
- Understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures
- Identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability

The Academy Council, as part of the Principal's termly report, will receive an update including:

- The number of incidents involving the use of reasonable force
- The number of incidents involving seclusion
- Analysis of patterns and trends
- Actions taken to minimise future incidents
- Staff training undertaken

### **18. Complaints and Allegations**

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's normal complaints procedure.

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education should be followed. This includes the provisions regarding the suspension of staff.

### **19. Policy Review**

This policy will be reviewed annually by the Academy Council, or sooner if there are changes to relevant legislation or guidance.

### **20. Communication of This Policy**

This policy will be made available to:

- All staff members via the staff handbook and staff shared drive
- Parents via the school website
- Academy Council via the governance portal

All new staff will receive training on this policy as part of their induction.

#### **This policy should be read in conjunction with:**

- The Academy Child Protection and Safeguarding Policy
- The Academy Behaviour Policy
- The Academy SEN Policy

**Appendix A: SERIOUS INCIDENT REPORT: Form used for reporting an incident that resulted in physical intervention**

TPFAT [ACADEMY NAME] SERIOUS INCIDENT REPORT			
<b>Pupil Name</b>			
<b>SEND/EHCP/NA</b>			
<b>Staff Member: Writing Report</b>			
<b>Staff Member(s): Witnesses</b>			
<b>Date:</b>	<b>Start of Incident: Finish of Incident:</b>	<b>Location:</b>	<b>Context:</b>
<b>Cause/Possible Triggers:</b> Argument over medication, demands or requests, perceived criticism, discussion or comments, difficult/non preferred task, transition into school/separation from parent/carer, unpredictable event, perceived injustice, fight, no specific reason.			
<b>Behaviour</b> <b>Within environment:</b> Breaking windows, unsettled, climbing, damage, graffiti, roaming, running around, spitting throwing/kicking/pushing furniture  <b>Towards others:</b> Attitude, aggression, barging, biting chinning, head butting, choking, defiance, grabbing clothing, pulling hair, hit kick, name calling, inappropriate comments, inappropriate gestures/touch, object used as weapon, pinch, poke, pull, push, racism, refusal to comply, scratch, sexualised behaviour, slap, spit, squeeze, stamp on feet, threatening, trip, verbal abuse, whinging/whining, winding up, inciting others, strangling, shouting at others, swearing.  <b>Towards self:</b> Absconding, agitated, anxious, barricading, biting, crying/upset, complaining of feeling unwell, dropping to the floor easily distracted, falling asleep, eating inappropriate objects, tantrum, hitting head on objects/surfaces, hitting body hyperactive/bubbly, immature talk/voice, paranoid, removed seatbelt, removed clothing, scratching face/arms, sexualised behaviour, slap head/face, sleeping, soiling, laying on floor, suicidal comments, suicidal actions, violent references, walking out of class			
<b>Description of incident:</b> <b>What de-escalation strategies were used?</b> Humour Verbal advice and support, firm clear directions, negotiations, patience, limited choices, distraction and diversion, reassurance, planned ignoring, Calm stance, contingent touch, calm talking, withdrawal offered, withdrawal directed, swap adult, reminders about consequences, success reminders.  <b>How effective was the intervention? How was the incident resolved? How was the intervention in the best interests of the child? Were health checks offered/accepted and by whom?</b>			

<p><b>Outcomes:</b>  1:1 withdrawal, bill for damages, computer ban, internal exclusion/indoor play, external exclusion (no. days ), letter home, make up work, reflection time, miss play, miss activity, verbal apology, apology letter, parent meeting set up, parents collected pupil, talked to foster carer, trip ban, parents informed verbally, phone call home, parents called into school, pupil taken home, damaged areas made good, police involvement, withdrawal of attention, time out of class (no. times ), restorative intervention, health check completed (by whom?)</p>	
<p><b>Positive Handling used (if any):</b></p> <p>Name of intervention/hold  People involved in hold  Duration of hold  Reason(s)</p> <p>NB For reason - please put either serious disruption (risk/actual) injury to self (risk/actual) injury to staff (risk/actual) injury to other pupil (risk/actual) damage to property (risk/actual)</p> <p>Informed SLT:  Who:  Time:  Date:</p> <p>Informed others:</p> <ul style="list-style-type: none"> <li>• Parents/foster parents</li> <li>• Social care</li> <li>• Police</li> <li>• Chair of Governors</li> <li>• Health and Safety Executive (HSE)</li> <li>• Child and Adult Mental Health Services (CAMHs)</li> <li>• Local Authority</li> <li>• Other forms completed</li> <li>• Accident form (for other child)</li> </ul>	
<p><b>Any support provided after the incident, including any medical treatment for injuries</b></p>	
<p><b>Next Steps</b></p>	
<p><b>Signed:</b></p>	
<p>Staff member reporting:  Signed:  Date:</p>	
<p>Witness:  Signed Witness:  Date:</p>	
<p>Senior Leader sign off:  Signed SLT:  Date:</p>	

**Appendix B: Template letters for informing parents**

*If a school chooses to use this example letter they must save a master copy where they add their own logos to the document and save in a place that SLT can access.*

**Notification of the need for use of physical intervention**

Date: \_\_\_\_\_

Dear Parents/Carers of \_\_\_\_\_.

I am writing to inform you that \_\_\_\_\_ was involved in an incident and needed physical intervention to manage the situation. Please see below for further information:

Date of incident	Time of incident	Location of incident	Duration of physical intervention
Brief description of the incident and why there was a need for physical intervention:			
Type of physical intervention applied			
Any other information, e.g. injuries sustained			

We understand that this could be a challenging time and would like to invite you into school to discuss the incident. This might include writing / revising a Safer Handling plan in case further intervention is needed in the future.

Please get in touch with me as soon as possible so that this may be arranged.

Yours sincerely,

Name  
Role

## Notification of the need for use of seclusion and Non-Force Related Restraint

Date: \_\_\_\_\_

Dear Parents/Carers of \_\_\_\_\_.

I am writing to inform you that \_\_\_\_\_ was involved in an incident and needed a seclusion/non-force restraint (delete as applicable) to manage the situation. Please see below for further information:

Date of seclusion/non-force restraint	Time of seclusion/non-force restraint	Location of seclusion/non-force restraint	Duration of seclusion/non-force restraint
<b>Brief description of the incident and why there was a need for seclusion/non-force restraint:</b>			
<b>Type of seclusion/non-force restraint needed:</b>			
<b>Any other information, e.g. injuries sustained</b>			

We understand that this could be a challenging time and would like to invite you into school to discuss the incident. This might include writing / revising a Safer Handling plan in case further intervention is needed in the future.

Please get in touch with me as soon as possible so that this may be arranged.

Yours sincerely,

Name

Role

### Appendix C: Example Risk Assessment

TPFAT [ACADEMY NAME] RISK ASSESSMENT				
General Information				
Name of Pupil		Class Teacher		
SEND/EHCP/NA		Risk Assessment Date		
Class		Risk Assessment Number		
Behaviours Causing Concern				
Behaviour	Who/What is at risk?	Probability	Seriousness	Influencing Factors
Verbal aggression				
Physical aggression				
Pulling/grabbing				
Pushing/barging				
Kicking / stamping				
Punching/slapping/hitting				
Biting				
Scratching/pinching				
Spitting				
Hair pulling				
Choking				
Head butting				
Physical intimidation				
Running from the class/building/ school site				
Climbing				
Use of equipment as a weapon				
Use of a weapon				
Self-harm				
Sexualised behaviour				

Reducing the Risk			
Preventative Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risk	Seek pupils views	Pupil taking responsibility	
	Pastoral support and feedback	Pupil taking responsibility	
	Involve parents	Partnership	
	Involve outside agencies	Support for school/parents	
	Individual plan	Agreed targets and procedures + consistency	
	Support and training for staff	Agreed procedures Staff confidence /consistency	
	Adapt curriculum	Trigger reduction	
	Adapt groupings	Trigger reduction	
	Adapt learning environment	Trigger reduction	
	Adapt lesson length	Trigger reduction	
	Use of rewards	Positive reinforcement	
	Organisation of staffing levels at key times	Reduction of risks/incidents	
	Agreed early interventions and reactive strategies	Staff confidence Consistency	
Early interventions to manage risk	Active listening and observing	Reduction of risk	
	Removal of triggers	Reduction of risk	
	Diversion/distraction	Reduction of risk	
	Use of agreed strategies	Consistency	
	Time out (immediate)	Reduction of further risk Pupil taking responsibility	
	A safe hold, e.g. Team Teach hold or equivalent	Reduction of risk to self or others	
Reactive interventions Response-adverse outcomes	Miss playtime (same day)	Reduction of further risk	
	Speak to the parent/carer	Partnership	
	Incident form to go home	Partnership	
	Review meeting	Pupil taking responsibility, partnership with parents/carers + managing future needs	

## Appendix D: Example Safe Handling Plan

<b>TPFAT [ACADEMY NAME]</b> <b>SAFE HANDLING PLAN (to be used in conjunction with pupil's Risk Assessment)</b>			
<b>General Information</b>			
<b>Name of Pupil</b>		<b>Class</b>	
<b>SEND/EHCP/NA</b>		<b>Class Teacher</b>	
<b>Plan Date</b>		<b>Plan Number</b>	
<b>Positives (What is the pupils good at, and what do they like?)</b>			
For example: <ul style="list-style-type: none"> <li>• Learning words</li> <li>• Helping</li> <li>• Watching favourite TV programme</li> <li>• Playing in sand</li> <li>• Playing Hide and Seek</li> </ul>			
<b>Triggers (Common situations, which have led to problems in the past)</b>			
For example: <ul style="list-style-type: none"> <li>• Monday mornings</li> <li>• Their daily mood</li> <li>• Being asked to do something they don't want to do</li> </ul>			
<b>Modifications to the Environment or Routines (What can be done to prevent problems from arising?)</b>			
For example: <ul style="list-style-type: none"> <li>• Give them a specific job</li> <li>• Time out</li> <li>• No eye contact/communication</li> <li>• Pre-empt their agitation</li> <li>• Distraction/diversion</li> </ul>			
<b>Preferred de-escalation strategies</b>			
For example: <ul style="list-style-type: none"> <li>• Verbal advice and support</li> <li>• Contingent</li> <li>• Touch/Calm body language</li> <li>• Withdrawal offered/directed</li> <li>• Distraction</li> <li>• Calm script</li> <li>• Give take up time</li> </ul>			

<ul style="list-style-type: none"> <li>● Flexible negotiation</li> <li>● Reassurance</li> <li>● Humour</li> <li>● Limits set</li> <li>● Choices offered</li> <li>● Planned ignoring</li> <li>● Involve new person</li> <li>● Reminders of success</li> </ul>	
--	--

Level of Risk Presented Daily									
1 (Low)	2	3	4	5	6	7	8	9	10 (High)

Level of Risk Presented During Restraint									
1 (Low)	2	3	4	5	6	7	8	9	10 (High)

Characteristics of Incidents (key behaviours, attitudes, etc.)	
For example: Hitting others (incl. staff) Biting Pinching Kicking Throwing things	

Preferred Physical Techniques (Combination of least intrusive and most effective)	
Types of Team Teach holds used:	

Follow Up (Where, when and how to debrief and repair after an incident) Explain why hold was needed.

**Notification (Who have plans been shared with?)**

For example:	
<ul style="list-style-type: none"> <li>• Service User</li> <li>• Parents/Carers</li> <li>• Social Worker</li> <li>• Placing Authority (if CLA)</li> <li>• Psychologist</li> <li>• Doctor/Nurse</li> <li>• Therapist (state which)</li> </ul>	
Key staff	

**Signed**

Staff Name(s)		Staff Signed	
Parent / Carer Name(s)		Parent / Carer Signed	
Date Agreed		Date Reviewed	

## Appendix E: Team Teach techniques for L1/2

### Team Teach Techniques List: Level One and Level Two



Lead/Assist Trainer:	Date:	Connect Course Ref :
<b>Core Theory</b>		<b>Neck Responses</b>
<b>Our 'Why'</b>		- Steering Wheel
<b>Values</b>		- Fix and Stabilise
<b>Functions of Behaviour</b>		- Windmill
<b>Communication</b>		- Snake
- Personal Space & Body Language		- Elbow Swing
- Help Scripts		- Spin out of Strangle
- CALM Communication		- Bar and Brace
- Behaviours of Communication		- Elbow Guide out of Headlock
<b>Reacting vs Responding</b>		<b>Bite Responses</b>
<b>Language</b>		- Distraction
<b>Effective / Less Effective Practice</b>		- Assertive Guide with Head Support
<b>Law and Guidance</b>		- Jaw Manipulation
<b>Stages of Distress and Support</b>		<b>Body Responses</b>
<b>Conflict Spiral / Cycle of Influence</b>		- Fix and Stabilise
<b>Listening and Learning</b>		- Bar and Gate
- Active Listening		- Sweep Away
- Reporting and Recording		- Entwined Fingers
- Restorative Process		<b>Prompts, Guides and Separations</b>
- Fizzy Pop Challenge (optional)		- Show and Go
<b>Elevated Risk</b>		- Caring C Guide
<b>Quiz</b>		- Help Hug
<b>Core Warm-Up (if applicable)</b>		- Turn, Gather, Guide
Pulse raisers, stretches, partner exercises		- Half Shield
<b>Disengagements</b>		- Arm Waltz
<b>Arm Responses</b>		- X Support
- Side Step In		<b>Small Child Module</b>
- Drop Elbow		- Moving in Hold
- Pump		- Sitting on Chairs/in Beanbag
- Conductor		- Change of Face
- Clock		- Response to Deadweight
- Crossover		- Single Person Double Elbow
<b>Clothing Responses</b>		- Small Child Escort
- Tube Grip		<b>Two Person Holds</b>
- Closed Fist Hold - One Handed		- Friendly
- Closed Fist Hold - Two Handed		- Single Elbow
- From Behind		- Figure of Four
<b>Hair Responses</b>		- Double Elbow
- One Handed hold		- Moving in Hold and Response to Deadweight
- Two Handed Hold		- Seated Hold
- Oyster		- Responses to other risks (e.g. Head, Legs)
- Knuckle Roll		- Change of Face
- Knuckle Slide		<b>Transport</b>

## Appendix F: Health & Safety Team Teach Guidance

# Health & Safety Guidance



Health and safety are shared responsibilities and we can work together to ensure that everyone has an enjoyable learning experience.

Please read this document carefully before your training begins to find out more about our commitment to your health, safety, and wellbeing, and our expectations of you before, during and after your training.

### Types of training courses

We run a wide range of training courses. Some of our courses include learning to use risk-assessed physical interventions if a need for this was identified when your training was booked. This is carefully planned around the requirements of the service you work in.

Training including any physical interventions will be physically active.

### Before your training

Your safety matters. If you have any conditions or injuries that may be affected by taking part in physical activities, or you are concerned about your ability to undertake this training, please consult with your doctor and discuss any medical advice you have been given with your employer.

This includes, but is not limited to:

- Heart conditions and/ or chest pains
- High or low blood pressure
- Problems with your back, wrists, elbows, neck, knees or hips
- Arthritis, joint pain, or mobility difficulties
- Diabetes
- Asthma
- Epilepsy
- Anaemia
- You are pregnant or think you could be pregnant
- You under the care of a health care professional



## During your training

Team Teach training is appropriate for a wide range of fitness and mobility. If you have any concerns about your ability to participate in an activity, please speak to your trainer before the start of your course. You are also able to opt out of any activity at any point if you feel uncomfortable.

### Clothing

Please dress comfortably for your training, including sensible flat shoes that cover your toes. Choose clothes that allow you to move freely and that maintain your dignity when practising physical interventions. Please avoid any garments that may cause you to trip or could get caught during activities. You are welcome to wear religious clothing.

If your training includes physical interventions, you will need to remove jewellery, including watches and body piercings, before practicing. Please ensure your fingernails are of a suitable length to avoid injury to yourself or others.

## Respectful participation

During your training, it is important to listen carefully to your trainer and follow any instructions they give you. This helps to keep everyone safe.

If your training includes physical interventions, it is important to watch demonstrations carefully. This ensures that you understand how to use the intervention safely and accurately, including knowing about any potential risks.

Your trainer will explain how to safely start and stop activities and check you have permission from other participants before beginning.





## Physical Interventions

Practical tasks always begin with warm-up activities to prepare your body for movement before you learn a physical intervention.

These interventions use biomechanics to enable you to offer support while keeping everyone, including yourself, safe. Team Teach physical interventions do not use pain or depend on physical strength.

Physical intervention training is not risk free and accidental injuries may occur.

This can be minimised by following the instructions of your trainer at all times, and carrying out a personal risk assessment to decide if you are able to participate in an activity.

## Opting in and out of activities

Our trainers have a duty of care towards you as a course member, but you are also responsible for your own health and safety and that of others on your course.

You are expected to work within your comfort level, maintain everyone's dignity, and demonstrate sensitivity towards other course participants.

You will be invited to opt in to every activity that takes place. You are also able to opt out at any point during your training if you feel uncomfortable or unable to participate.

If you have opted out of any activity, please opt back in as soon as you feel able to, to make the most of your training experience.

If you have opted out of a physical activity that links to a risk you are likely to face, please use this time to think about alternative actions you could take to keep everyone safe.

### About physical interventions

The emphasis during Team Teach training is always on reducing risk and the use of restrictive practices.

Physical interventions are taught within a clear ethical framework and form a small part of the overall training.

All physical interventions are risk assessed by independent medical experts.

## Emotional support

Learning about how to best support the individuals in your care can be an emotional experience. You may be reminded of personal or professional experiences.

Please consider your emotional wellbeing in the same way you would regard your physical wellbeing.

If an activity causes you emotional distress, please opt out accordingly. For theory modules, please notify your trainer so they can support you to find alternative activity options that meet the module requirements.

### Permission seeking

Learning physical interventions involves close physical contact with other training participants. You must always ask for permission and give your permission before beginning any activity.

## The training room

Training rooms must have adequate space for everyone. This includes enough room for you to stand with your arms outstretched without touching anyone during practical activities.

Your trainer may ask everyone to take turns observing while others practice if space is limited.





## Accidents & injuries

Our trainers make every effort to ensure that Team Teach training is delivered safely. However, no training is completely risk free, and, occasionally, accidental injuries can occur. All Team Teach trainers have first aid certification.

If you are injured during your course, please notify your trainer immediately. It is your responsibility to decide if you are able to continue to participate with your training. Please seek medical assistance if it is needed or if you are unsure.

If you become aware of an injury after your training has finished, please seek medical assistance as required. Tell us about the injury in your evaluation form and let us know if you would like to speak about what happened. Alternatively, you can contact us using the details below.

## Privacy

We take your privacy seriously and will only use your personal information to administer your own account and to provide the products and services you have requested from us. You can see the full notice on the Team Teach website for more details.

If you wish us to remove any data from our records, please send a request to [gdpr@teamteach.com](mailto:gdpr@teamteach.com).

## See you soon!

We can't wait to see you for your Team Teach training.

If you have any questions in the meantime, please do get in touch.



## Contact us

### UK:

[info@teamteach.com](mailto:info@teamteach.com)  
+44 (0) 20 3746 0938

### Australia:

[info@teamteach.com.au](mailto:info@teamteach.com.au)  
+61 7 3155 5920

### New Zealand:

[info@teamteach.com.au](mailto:info@teamteach.com.au)  
+64 3 930 6720

### Global:

[international@teamteach.com](mailto:international@teamteach.com)  
+44 (0) 20 3832 8875