



**Carre's Grammar School and Kesteven & Sleaford High School**  
**Community Inclusive Trust**

**Restrictive Intervention Policy**

**Part 2**

This document forms Part 2 of the Community Inclusive Trust (CIT) [Restrictive Intervention Policy](#) (April 2026).

It represents the operational application of the CIT Restrictive Intervention Policy within the mainstream secondary schools.

It must be read in conjunction with:

- CIT Restrictive Intervention Policy – Part 1 (2026)
- The school Safeguarding and Child Protection Policy

Part 2 sets out how the Trust principles and statutory duties are operationalised within the mainstream secondary school settings (11–18).

**1. School Context**

The CIT mainstream secondary schools serve a mainstream 11–18 cohort, across selective and non-selective provision. Schools operate within a strong safeguarding culture where:

- positive and relational behaviour approaches are prioritised;
- early intervention and de-escalation are embedded in daily practice; and
- restrictive physical intervention (RPI) and reasonable force are rare, exceptional and used only as a last resort.

The use of force is never a behaviour management strategy. It is an emergency safeguarding response used to prevent immediate harm, serious disorder or damage to property, and always in line with legal duties and Trust policy.

**2. Supporting Environments and the Sharing of Best Practice**

CIT mainstream secondary schools recognise that the physical, organisational and relational environment plays a key role in reducing distress and supporting pupils to achieve and thrive. Classrooms and communal spaces are organised to promote predictability, safety and positive behaviour, with clear routines, consistent expectations and appropriate supervision, particularly during transitions, social times and unstructured periods. Staff deployment, environmental adjustments, timetabling considerations and the use of calm or quiet spaces are used proactively to reduce anxiety and minimise the likelihood of escalation.

Best practice in behaviour support and de-escalation is shared routinely through training, professional development, staff briefings and post-incident reflection. Whole-class behaviour

management strategies and approaches to supporting behaviour in communal spaces form part of ongoing CPD. Learning from incidents, including near misses, is used to inform improvement planning, strengthen consistency and reduce the future need for restrictive intervention.

### **3. Intent and Belief Statement**

CIT mainstream secondary schools believe that:

- All pupils have the right to feel safe, valued, respected and heard.
- The most effective behaviour support is proactive, relational and preventative.
- Restrictive physical intervention may only be used when it is necessary, reasonable and proportionate to manage a real and immediate risk.
- Any use of force must preserve pupil dignity and use the minimum level of force for the shortest possible time.

RPI is rooted in safeguarding, duty of care and risk reduction, not discipline or punishment.

### **4. Pupil Cohort – Risk and Vulnerability**

Most mainstream secondary pupils will never require physical intervention. However, a small number of pupils may present increased or episodic risk due to:

- SEND (including SEMH and ASD);
- trauma, emotional distress or adverse childhood experiences;
- periods of acute dysregulation or crisis;
- low-frequency, high-impact behavioural incidents.

For pupils with identified vulnerabilities, risk is mitigated through:

- individual risk assessments;
- SEND support plans, behaviour support plans or EHCP documentation;
- proactive staff deployment and environmental planning;
- use of trained staff only for any foreseeable or planned intervention.

### **5. Legal Framework and Reasonable Force**

All secondary schools operate within the statutory powers set out in the Education and Inspections Act 2006.

#### **6.1 Who May Use Reasonable Force**

- Any member of staff lawfully in charge of pupils (including authorised volunteers) has a legal power to use reasonable force in emergencies.
- Staff are not required to place themselves at unreasonable personal risk.
- Only staff trained in approved techniques (Team Teach) may use restraint techniques, particularly with pupils known to display behaviour that may require RPI.

#### **6.2 When Reasonable Force May Be Used**

Reasonable force may only be used to:

- prevent injury to the pupil or others;
- prevent the commission of a criminal offence;
- prevent serious damage to property;
- prevent serious disorder or disruption where safety is at risk.

Force must not be used as punishment or to enforce compliance.

### **6.3 Prohibited and Unacceptable Practice**

In line with Trust policy, staff must not:

- restrict breathing or circulation;
- apply pressure to the neck, chest or abdomen;
- use prone restraint in mainstream secondary schools;
- intentionally hold pupils on the ground unless explicitly agreed, risk assessed and authorised in individual plans;
- use mechanical or chemical restraint for behaviour control.

### **7. De-escalation and Dynamic Risk Assessment**

All staff are expected to:

- prioritise de-escalation and early intervention;
- make continuous dynamic risk assessments, weighing the risk of intervening against the risk of not intervening;
- consider pupil age, understanding, SEND, trauma history and any safeguarding context.

Emergency RPI may be necessary where there is insufficient time to use other strategies, but it must still meet the tests of necessity and proportionality.

### **8.Planned Interventions and Individual Behaviour Planning**

Where RPI is a foreseeable risk:

- a personalised written behaviour or positive handling plan must be in place;
- the plan must outline known triggers, de-escalation strategies and agreed responses;
- any restrictive intervention identified must be lawful, proportionate and reviewed regularly;
- parents and relevant professionals must be involved where appropriate.

### **9. Roles and Responsibilities**

#### **9.1 Executive Headteacher / Headteacher / Head of School**

- Overall responsibility for implementation and compliance.

#### **9.2 Senior Leadership Team (SLT)**

- Day-to-day operational oversight;
- monitoring trends, frequency and appropriateness of incidents;
- ensuring safeguarding thresholds are identified and acted upon.

#### **9.3 All Staff**

- duty to prevent escalation wherever possible;
- responsibility to act lawfully and proportionately in emergencies;
- responsibility to report and record all incidents accurately.

#### **9.4 Staff Authorisation, Responsibility and Oversight**

Only staff who have received appropriate training, including Team Teach training at the relevant level, may undertake restrictive physical interventions. Any use of RPI must be based on dynamic risk assessment and limited to situations where it is necessary to prevent injury, serious disorder or significant damage. Staff who are not trained in restrictive physical intervention are expected to take supportive roles, such as removing other pupils, summoning assistance or supporting de-escalation.

Strategic oversight of RPI sits with senior leaders, including the Headteacher and Designated Safeguarding Lead. They are responsible for reviewing records, monitoring trends, ensuring lawful and proportionate practice, and identifying any safeguarding concerns or training needs. This ensures accountability, transparency and continuous improvement.

## **10. Recording, Reporting and Monitoring**

### **10.1 Recording**

All incidents involving reasonable force or RPI are recorded on the school MIS on the same day, including:

- date, time and duration;
- pupils and staff involved;
- antecedents and de-escalation attempted;
- nature and type of force used;
- any injury, distress or medical follow-up;
- post-incident actions.

### **10.2 Monitoring**

- Designated senior leaders review all RPI records.
- Safeguarding leads are involved where vulnerability, injury or thresholds are met.
- Data is analysed to identify patterns, trends and disproportionality, particularly for SEND or vulnerable pupils.

Failure to record or respond appropriately may constitute a safeguarding concern.

### **10.3 Communication with Parents**

Parents are informed of significant incidents involving reasonable force or RPI, particularly where:

- injury occurs;
- the pupil is vulnerable;
- the incident is prolonged or high-risk;
- statutory reporting thresholds are met.

Communication is timely, factual, supportive and recorded.

## **11. Searching Pupils and Prohibited Items**

Headteachers and authorised staff may use reasonable force to search for prohibited items as defined in statutory guidance (e.g. weapons, drugs, alcohol, stolen items). Force may not be used to search for items banned only under school rules.

Schools follow national Searching, Screening and Confiscation guidance and apply this proportionately to secondary-age pupils.

## **12. Training and Staff Support**

CIT mainstream secondary schools use Team Teach as the Trust-approved behaviour support and physical intervention programme.

### **12.1 Training Levels**

- Level 1 (All staff): de-escalation, behaviour support, legal framework.
- Level 2/3 (Identified staff): approved physical intervention techniques, dynamic risk assessment.

Training levels reflect role, pupil cohort and identified risk. Records are maintained and refresher training provided.

### **12.2 Post-Incident Support**

Following RPI:

- pupils and staff are checked for injuries and wellbeing;
- emotional support and repair work is undertaken;
- practice is reviewed to reduce future risk.

## **13. Review and Governance**

This Part 2 policy is:

- reviewed annually alongside the Trust RPI policy;
- monitored through safeguarding and behaviour governance;
- scrutinised to ensure lawful, proportionate and equitable practice.