Kings Academy Trust

Believe • Achieve • Succeed

Our Mission, Vision & Values

Our mission is to **work with those who need us the most**.

Our vision is to **create a blended Trust that includes SEND schools, mainstream primary and PRU's and to create hubs that drive school improvement.**

Our values are:

- **To be inclusive**
- **To provide nurturing/caring environments**
- **For children to feel safe**
- **To work with integrity and a strong moral compass**
- **To have the highest expectations and standards.**

Restrictive Physical Interventions and the Use of Reasonable Force Policy

Status: Trust-wide Statutory Policy
Approved by: Kings Academy Trust Board
Review cycle: Annual (or sooner if DfE guidance changes)
Next review: April 2027

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1. Policy Statement

Kings Academy Trust is committed to creating safe, caring, and inclusive learning environments. Restrictive physical intervention, including the use of reasonable force, is a **last resort** and must be **lawful, proportionate, necessary, and for the shortest possible time** to prevent immediate risk of harm. The Trust prioritises **prevention, de-escalation, and positive behaviour support**, ensuring all interventions are recorded and monitored.

2. Scope

This policy applies to: - All Kings Academy Trust schools - All staff, including supply and volunteers - All pupils on roll, including those with SEND

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3. Legal and Statutory Framework

- Education Act 1996
- Education and Inspections Act 2006 (Section 93)
- DfE guidance: *Use of Reasonable Force in Schools* and *Behaviour in Schools*
- Equality Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education (KCSIE)

4. Definition of Restrictive Physical Intervention

Restrictive physical intervention refers to **any intentional physical contact** restricting a pupil's movement to prevent harm. It may include: - Holding - Guiding - Blocking movement

Exclusions: - Appropriate physical contact for care or comfort - Physical prompts in teaching - Sports activities with consent

5. Reasonable Force

Reasonable force is **no more than is necessary**, applied for **the shortest time** to prevent: - Injury to self or others - Serious property damage - Behaviour posing serious risk to good order and discipline

Factors to consider: - Age, size, developmental stage, and SEND needs - Nature and seriousness of risk - Least intrusive option available

Force must stop **as soon as the risk has passed**.

6. Preventative and De-Escalation Approaches

Schools will: - Apply clear behaviour expectations - Use trauma-informed and therapeutic approaches - Develop individual behaviour plans and risk assessments - Use verbal de-escalation, sensory regulation, and safe space

Restrictive intervention **must never** be used as punishment.

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7. Contextual Application Across Settings

Kings Academy Trust recognises the needs of pupils in **primary, special, and AP settings**. Interventions must be: - Developmentally appropriate - Reflective of communication and emotional regulation needs - Considerate of trauma history and SEND

8. Authorisation and Staff Training

- Planned interventions: Only Team Teach–trained staff
- Unplanned/emergency: Any staff member if immediate risk
- Schools maintain training records and ensure refresher training
- Staff must understand legal powers, safeguarding duties, and relational approaches

9. Safeguarding and Duty of Care

- Misuse or inappropriate use of intervention is a **safeguarding concern**
- Interventions must protect dignity, safety, and wellbeing
- Repeated or serious incidents trigger senior review and external agency involvement

10. Recording, Body Mapping and CPOMS

All incidents must be recorded on **CPOMS** immediately and include: - Date, time, location - Antecedents and triggers - De-escalation strategies attempted - Intervention used and duration - Outcome and follow-up actions

Physical Marks

- Any marks or injuries must be recorded on the **body map function within CPOMS**
- Include factual, objective descriptions
- Reviewed by **Head of School** or senior leader
- Parent/carer notified

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11. Post-Incident Support

- Pupils supported to calm, regulate, and repair relationships
- Reflection on effectiveness of de-escalation and preventative strategies
- Review of behaviour/risk plans
- Consideration of additional support or external agency involvement for repeat incidents

12. Governance, Monitoring and Accountability

School-Level Reporting

- Anonymised termly reports to **Local Governing Body**
- Include frequency, patterns, SEND involvement, body map use, safeguarding concerns
- Governing Body provides challenge, support, and assurance

Trust-Level Reporting

- Data collated and reported to **Trustees**
- Include Trust-wide trends, disproportionality, safeguarding themes
- Oversight by **Director of Behaviour** and **Director of SEND & Inclusion**

13. Roles and Responsibilities

Trust Board

- Approve policy and monitor statutory compliance
- Review Trust-wide data on restrictive interventions

Executive Headteacher

- Ensure policy implementation across schools
- Monitor training and compliance
- Support Heads of School with serious incidents

Head of School / Headteacher

- Implement and monitor policy locally
- Ensure staff are trained and supported
- Review all incidents and CPOMS records

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Behaviour Lead (School-Specific)

- Oversee behaviour management strategies
- Coordinate individual plans
- Monitor restrictive intervention use
- Liaise with parents and external agencies

SENDCo / Inclusion Lead

- Ensure reasonable adjustments for pupils with SEND
- Contribute to behaviour and risk assessments
- Liaise with Director of SEND & Inclusion

Director of Behaviour

- Monitor Trust-wide data
- Analyse trends and patterns
- Support schools in reducing restrictive interventions
- Report to Trustees

Director of SEND & Inclusion

- Monitor use of restrictive interventions for pupils with SEND
- Ensure inclusive, needs-led practice
- Support schools with complex cases
- Contribute to Trust-level reporting

14. Ofsted-Ready Assurance

Across all settings, Kings Academy Trust ensures: - Lawful, proportionate use of restrictive interventions - Safeguarding, dignity, and wellbeing are prioritised - Interventions are rarely used and reduced over time - Data is monitored and acted upon

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15. Appendix A: School-Level Implementation

School Name: Arbour Academy

Headteacher: Mr. Gwyn Owen

Behaviour Lead: Mr. Omar Rafiq

SENDCo / Inclusion Lead: Mrs. Elisabeth Cohen

Recording Requirements

- CPOMS for all incidents
- Body map function for any physical marks
- Senior leader review
- Parent/carer communication

Post-Incident Review

- Pupil emotional support and regulation
- Staff debrief
- Review and update behaviour/risk plans
- Escalation to Trust leaders if repeated or serious incidents

Monitoring and Review

- Reviewed termly by school leadership
- Included in governor reports
- Reviewed annually or following DfE updates

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