



Team Teach Policy

‘Educational Inclusion’ is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of, different groups of pupils’

Developed by **West Sussex Model Policy**

In consultation with **Staff and Governors**

Responsible Committee **R&F (Resources and Finance)**

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Review Date **31/1/27**

Communication **Staff Shared Drive
School Website**

Thakeham Primary School – Use of reasonable force Policy

The Department for Education Use of Force guidance (2013) states that:

Reasonable force can be used to prevent children from hurting themselves or others, from damaging property or from causing disorder. (DfE, 2013)

For more information refer to: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

“Section 550A of the Education Act 1996 clarifies the power of teachers and other staff who have lawful control or charge of pupils, to use reasonable force to prevent pupils causing personal injury or damage to property; committing a crime or causing serious disruption.” (DfE, 1996)”

All staff have a legal entitlement and responsibility to use reasonable force (where reasonable, proportionate and necessary) in accordance with Government Guidance within our duty of care.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

[DfE Guidance Page 4-5](#)

Additionally, Thakeham Primary School has invested in specific training from Team Teach Ltd. The Team Teach method comprises a variety of behaviour management and de-escalation strategies alongside physical handling techniques, to produce a holistic approach to restraint.

A register of qualified staff is held by both the Operations Manager and DSL. This register details qualified staff, their current role within the school and the renewal date of their Team Teach training.

When is it appropriate to physically intervene?

Thakeham Primary School has incorporated the DfE Guidance into this policy.

[DfE Guidance](#)

Only in exceptional circumstances should force be used to control or restrain pupils. The circumstances where force may be used are expanded upon below (including these situations, but not limited to):

- Where the immediate safety of the child or other persons are in danger.
- Where a judgement is made that to diffuse a situation reasonable force needs to be used.
- Where the child's behaviour may cause damage to property.
- Where the child is engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during teaching sessions or elsewhere.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staffing

When attending to crisis situations where behaviour has escalated to an unsafe level despite proactive interventions, **Team Teach trained staff** will always ensure they are accompanied by at least one other member of staff to observe the situation as it progresses. The Observer does not become involved in the situation but will record the time and any key information. A third member of staff will be called to attend, who will assist with physical intervention if and when it is necessary. The decision to physically intervene should only be made by the individual professional, not in the form of an instruction by a third party (e.g. the Head Teacher).

After an incident

Wherever physical interventions have been used, a PI record is made using the form held by the DSL.

Where and when appropriate, the staff who have used a physical intervention will speak to the child involved about the incident and will explain why they used a physical intervention. The pupil will be encouraged to talk about their experience, enabling staff to understand the pupil and their needs more thoroughly.

For first time incidents, consultation will take place with parents/guardians to explore their views of the situation, and, where necessary, to collaboratively construct an action plan for the child. From this meeting, a Personal Risk Assessment and Behaviour Plan may be written as a precaution and to reduce the possibility of further incidents.

Risk Assessment

Should physical restraint be considered a necessary and suitable precaution to ensure the safety of a particular child, this will be detailed on the child's individual Behaviour Risk Assessment (example at Appendix B). This document records any additional support or provision which is in place for the pupil, whilst also providing a step-by-step description of the child's escalation behaviours. These behaviours are recorded in four stages; proactive measures, stage 1, stage 2 and stage 3 (crisis).

Where physical intervention is used with a child for the first time, the incident will be reviewed by the Head Teacher, Class Teacher, Special Educational Needs and Disabilities Coordinator and any other staff involved in the incident to explore the circumstances and to determine the risk of the behaviours occurring again in the future.

As a working document, Personal Risk Assessment and Behaviour Plans are reviewed regularly and changes made as needed.

Glossary

Reasonable Force – The spectrum of physical interventions, which may be used to support behaviour in our setting, which must be reasonable and proportionate to the situation it is applied to.

Risk Assessment – A formal evaluation of the risks involved in a particular situation, completed prior to the situation.

Dynamic Risk Assessment – An informal evaluation of the risks involved in a particular situation, undertaken by the individual as the situation progresses.

Personal Risk Assessment and Behaviour Plan – A formal document completed for any pupil who requires additional provision to be implemented to support social, emotional or behavioural needs.

Guidance – The positive application of force to overcome minimal resistance, prompting and encouraging a person's free movement.

Control – the positive application of force to overcome moderate resistance, guiding and directing a person's free movement.

Restraint – the positive application of force to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement.

Team Teach Ltd – Recognised provider of behaviour management and restraint training for all educational settings

Appendix A- Team Teach Register

Before signing this register you must:

- 1) Be familiar with, and agree to abide by, the conditions relating to the use of force to control or restrain pupils that are contained in the school policy.
- 2) Have received training in de-escalation techniques and restraint from Team Teach Ltd.

Name (Block Letters)	Position	*Date of Authorisation	Date of Expiry	Training Level

* This may include a defined end date for some members of staff (i.e. those accompanying pupils on a residential visit may be authorised for a limited period only).

Appendix B – Sample Personal Risk Assessment and Behaviour Plan
Insert copy of current Behaviour Risk assessment - blank

School:

Pupil:

Class Teacher:

Date / Version:

Assessment of Risk

In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Proactive Interventions to Manage Risk:

Signs	Interventions
	Things to avoid:

Early Interventions to Manage Risk

Signs	Interventions
Stage 1	
Stage 2	

Reactive Interventions to Respond to Adverse Outcomes

Signs	Interventions
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Stage 3	
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Stage 4 Follow-Up

For staff

For pupil

Communication of Behaviour Management Plan / Risk Management Strategy

Plans and strategies shared with:	Communication Method:	Date Actioned:

Staff Training Requirements

Identified Training Needs	Training provided to meet needs	Date training completed: