

Team Teach Physical Intervention Policy

1. Introduction

TAS is committed to providing a safe and supportive learning environment for all students, staff, and stakeholders. This policy outlines the use of **Team Teach physical intervention** strategies in managing challenging behaviour safely and effectively. Team Teach approaches focus on **de-escalation** and **positive behaviour support**, with physical intervention used only as a last resort to protect students and staff from harm.

2. Legal and Ethical Framework

This policy is developed in line with the following legislation and guidelines:

- The Children and Families Act 2014
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 2011
- The Special Educational Needs and Disability (SEND) Code of Practice
- Keeping Children Safe in Education (KCSIE)
- Positive Environments Where Children Can Flourish (DfE Guidance)

3. Principles of Team Teach at [School Name]

- **Proactive and Preventative:** Staff use positive behaviour support plans (PBSPs) to minimise the need for physical intervention. These plans are developed collaboratively, considering the student's needs, triggers, and preferred strategies for de-escalation. Staff are trained to recognise early signs of distress and implement structured interventions that reduce anxiety and prevent escalation.
- **Relationship-Based Approaches:** Staff build trust, rapport, and understanding with students by using consistent, predictable, and empathetic communication. Personalised strategies are used to enhance emotional regulation, incorporating sensory breaks, visual supports, and individualised coping mechanisms.
- **Minimum Necessary Force:** Any intervention used must be proportionate, reasonable, and necessary to prevent harm. Staff must always seek to use the least restrictive intervention possible and return control to the student as soon as it is safe to do so.

- Last Resort: Physical intervention is used only when all other de-escalation techniques have been exhausted. Staff must explore and document all non-physical interventions before considering restrictive practices.
- Dignity and Respect: All interventions prioritise the well-being, dignity, and human rights of students. Staff must avoid actions that could cause humiliation, distress, or discomfort.
- Accountability and Reflection: Every incident involving physical intervention is recorded, reviewed, and evaluated to ensure compliance with best practices. Incident reports inform adjustments to individual behaviour plans and ongoing staff training.

4. De-escalation Strategies

Staff receive training in a variety of Team Teach de-escalation techniques, including:

- Active listening and verbal reassurance – acknowledging feelings, offering empathy, and using a calm tone.
- Redirection and offering choices – providing alternatives that allow the student to regain control in a safe manner.
- Creating low-arousal environments – managing sensory input by adjusting lighting, noise levels, or space.
- Using calming strategies such as breathing techniques – supporting students with structured breathing exercises or relaxation activities.
- Adjusting communication methods for non-verbal or minimally verbal students – using visual supports, gestures, PECS (Picture Exchange Communication System), Makaton, or assistive technology.

5. Use of Physical Intervention

Physical intervention may be considered in situations where:

- A student is at immediate risk of harming themselves or others.
- There is a risk of serious damage to property that could endanger safety.
- A student's behaviour poses a significant disruption to the safety of others, and other interventions have not worked.

6. Approved Techniques

All physical interventions must be Team Teach-approved and proportionate to the risk presented. These may include:

- Guided walking – supporting a student to move safely by gently prompting movement.
- Open-hand support – low-level touch to guide a student while ensuring freedom of movement.
- Standing, seated, or floor holds – only as a last resort, when absolutely necessary, and if the staff member is fully trained and competent.

Prohibited Techniques: The school strictly prohibits any use of:

- Pain compliance techniques – methods that cause pain to force compliance.
- Prone (face-down) restraints – due to the risk of breathing restriction.
- Supine (face-up) restraints – unless explicitly required in an agreed care plan.
- Any intervention that restricts breathing or causes distress.

7. Training and Staff Responsibilities

- All staff involved in direct student support must complete certified Team Teach training to ensure safe and effective behaviour management.
- Regular refresher courses will ensure staff maintain competence and confidence in using de-escalation and intervention techniques.
- Only trained staff may use physical intervention, except in emergencies where immediate action is required to prevent harm.
- Staff must reflect on incidents and seek feedback to improve their practice and avoid reliance on restrictive measures.

8. Recording and Reporting Incidents

- Every physical intervention must be logged in the school's incident reporting system Arbor.
- The Designated Safeguarding Lead (DSL) reviews all incidents.
- Parents/carers are informed as soon as possible, as well as other professionals involved with the child.
- A post-incident debrief is conducted with the student and staff involved.

9. Supporting Students Post-Incident

Following any intervention, staff will:

- Support the student in regulating emotions.
- Review the student's Positive Behaviour Plan to identify improvements.
- Engage parents/carers and other professionals in a discussion on how best to support the student.

10. Complaints and Monitoring

- Concerns about physical intervention should be raised with the Headteacher or Safeguarding Lead.
- The school will conduct regular audits to monitor intervention frequency and effectiveness.
- Findings will inform continuous professional development (CPD) and policy improvements.

11. Policy Review

This policy will be reviewed annually or sooner if required by legislation, safeguarding updates, or school practice changes.