



Restrictive Intervention Policy

Policy Code:	SG9
Policy Start Date:	April 2026
Policy Review Date:	April 2027

Overview

This policy is Trust-wide.

Part 1 provides the principles behind the use of Restrictive physical intervention in all our schools and provides key statutory guidance for all staff.

Part 2 will be contextualised by schools to show how these principles will be applied in each unique CIT setting.

Part 1

CIT Statutory Guidance for Restrictive Physical interventions (RPI)

Community Inclusive Trust is committed to safeguarding and promoting the welfare, dignity and human rights of all pupils. The Trust recognises that, on rare occasions, physical intervention (PI) and restrictive physical intervention (RPI) may be necessary within our schools to prevent serious harm or risk. We are fully aware that such interventions can have a significant physical and psychological impact on pupils, staff and families, and their use is therefore taken very seriously.

The Trust is committed to meeting the needs of all pupils through a systemic, positive and proactive approach to behaviour support, underpinned by strong relationships, prevention and de-escalation strategies. Restrictive physical intervention will only ever be used as a last resort, when all other strategies have been exhausted or are inappropriate, and only when it is necessary, proportionate and lawful. Any intervention will be used for the shortest possible time required to maintain safety.

Staff are appropriately trained to recognise risk, use preventative and de-escalation strategies effectively, and, where unavoidable, to apply physical intervention safely, confidently and in accordance with approved guidance and the Trust's policies.

1. Scope

This policy applies to:

- All academies within the Trust
- All staff, including teachers, support staff, agency staff, volunteers and contractors
- All pupils on our school rolls
- The policy should be applied consistently across the Trust, and school leaders will be expected to detail their own individual school context at the end of this policy.

2. Legal Framework

This policy is informed by, and complies with, the following key legislation and statutory guidance:

- Education and Inspections Act 2006, section 93A (power to use reasonable force)
- Restrictive interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Keeping Children Safe in Education 2025
- Equality Act 2010 and Human Rights Act 1998

3. Key Definitions

For the purposes of this policy, the Trust adopts the definitions set out in the April 2026 DfE guidance:

Restrictive Intervention - Any action that limits a pupil's movement, liberty or independence, either physical or non-physical.

Restrictive Physical Intervention - Force intentionally used by a member of staff to restrict a pupil's movement against their will,

Reasonable Force where no more force is used than is reasonable and necessary in the circumstances.

Restraint - A non-disciplinary intervention that immobilises or restricts movement, with or without direct physical contact.

Seclusion - Keeping a pupil confined away from others and preventing them from leaving, through physical blocking or perceived coercion. Seclusion is not a disciplinary sanction and is subject to statutory recording and reporting duties.

Mechanical restraint - the use of mechanical aids (e.g. belt or cuff) to prevent or restrict or subdue movement of a person's body, or part of the body, for the primary purpose of behaviour control.

Significant RPI incident - any incident where a member of staff uses force intentionally to restrict a child's movement against their will. The use of force goes beyond everyday physical contact and includes the use of seclusion or restraint. Significant RPI incidents require reporting and recording as set out in Part 2 of this policy.

The Trust also has the following central definitions

Guide/Escort/Prompt - Supporting a child to move safely out of a risk situation. The guide is not done against the pupils will and does not restrict free movement.

The Trust adopts Team Teach definitions of touch and holds. These are detailed in Part 2 of this policy, contextualised to the TT level that the school will use.

4. Guiding Principles

CIT schools will continually strive to provide safe learning environments for all pupils and staff.

All members of staff who have been designated responsibility for charge or control of pupils by the Headteacher are lawfully permitted to use reasonable force when considered absolutely necessary.

This will mean that a pupil/pupils are at risk of causing serious disruption of learning, injury or of causing injury to others, at risk of committing an offence or of damaging property may need to have some form of restrictive physical intervention.

The power to use RPI extends to time where staff are lawfully in charge of pupils off the school site or outside of the school day – for example on a planned trip during the school day or out of school hours as part of a residential trip.

All restrictive physical interventions within the Trust must adhere to the following principles:

- Prevention first: proactive support, early help and de-escalation are prioritised
- Necessity: intervention is only used where there is a real and immediate risk
- Proportionality: the least restrictive option is used
- Time-limited: force is used for the minimum time required
- Safeguarding-led: pupil welfare and dignity are central at all times
- Transparency and accountability: all significant incidents are recorded and reported in line with statutory duties

When Restrictive Physical Intervention May Be Used

Staff may only use restrictive physical intervention 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

The decision to intervene is a professional judgement that assesses the risk and needs of the circumstances at the time.

The following interventions may only be used where staff have received appropriate and sufficient training, and where their use is clearly identified within a pupil's individual behaviour plan. Any such intervention may form part of a dynamic risk assessment and must be used in line with this policy.

Intentionally holding a pupil on the ground

This intervention may only be used where it is explicitly identified as an agreed and risk-assessed strategy within an individual behaviour plan. It must only be undertaken when the specific circumstances outlined in that plan are met and where it is necessary to prevent serious harm or risk.

Prone restraint

Prone restraint is not part of routine practice within Community Inclusive Trust schools and will only ever be used as a last resort to prevent serious harm. Where its use is permitted, it must be undertaken strictly in line with the policy guidance set out in Part 2 of this document and within the individual context of the school. Prone restraint may only be carried out by staff who are trained to an advanced level in Team Teach, and only where its use is necessary, proportionate and lawful.

Mechanical restraint

Mechanical restraint is not part of standard educational practice and must only be used in very specific and exceptional circumstances, as detailed in Part 2 of this policy, and in accordance with relevant legislation and guidance.

Unacceptable Practice

The Trust prohibits:

- Physical intervention used as punishment or to enforce compliance
- Techniques that restrict breathing or circulation
- Pressure to the neck, chest, abdomen, mouth or nose
- Chemical restraint – for the purpose of behaviour control

These boundaries are explicitly reinforced in the April 2026 guidance on Restrictive Physical Intervention.

5. Pupils with SEND and Additional Vulnerabilities

The Trust recognises that pupils with SEND or trauma histories may be disproportionately affected by restrictive interventions. Many of our pupils fall into this category and their vulnerabilities require us to make sure they have protection from harm.

We expect our schools to:

- Consider individual risk factors
- Use proactive planning (e.g. behaviour plans and support plans)
- Integrate strategies into EHCPs, IEPs and behaviour plans
- Involve families and external professionals where appropriate

The detail of how the school will do this is contained in Part 2 of this document.

6. Planned Interventions

All pupils for whom RPI is a foreseeable risk because their individual need may require some form of intervention and will need to have a written, personalised 'behaviour plan' which is evidence-based.

The plan will identify the needs, triggers and likely presentation with suggested provision, adaptations and strategies to support; including physical and restrictive physical intervention strategies using Team Teach techniques.

These range of strategies should seek to reduce the risk of restraint and be founded in the Team Teach principle of 95% non-restrictive physical intervention and de-escalation.

The planned physical techniques used will range from Basic (Level 1), Intermediate (Level 2) or Advanced depending on the needs of the young person and the specific circumstance of any given situation. All forms of restrictive physical intervention should be deemed a last resort and never be used as threat or disciplinary measure.

7. Dynamic Risk assessment and Emergency Interventions

CIT expects that all staff will always act in the best interests of every pupil to keep them safe from harm.

There may be situations in our schools that arise where staff assess that pupils need some form of RPI because:

- a rapid response is required in an emergency situation (for example a child is running into a road, has a weapon, is in imminent danger of harm to self or others.
- All strategies to de-escalate have been exhausted and the child is putting self or others at risk

Staff are required to make an ongoing and dynamic risk assessment of the emerging situation comparing the risk of intervention against the risk of not intervening.

Any emergency RPI must be necessary and proportionate to the risk involved and must not be excessive i.e. be the least restrictive option available for the situation.

All emergency RPI interventions will need to be recorded and reported correctly as set out in the policy. The recording will need to include the detail of how the decision to intervene was made, and why it was considered reasonable and proportionate to do so.

School leaders must make sure that RPI training for staff enables them to understand how to undertake these emergency dynamic risk assessments and apply the correct and proportionate response.

8. Use of reasonable force to search pupils

Head teachers and 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. All leaders will refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice. [Searching, screening and confiscation in schools - GOV.UK](https://www.gov.uk/guidance/searching-screening-and-confiscation-in-schools)

A list of prohibited items will be detailed in Part 2 of this guidance.

9. Staff Training and Support

The Trust will ensure that in all our schools:

- Staff receive regular training in prevention, de-escalation and lawful intervention
- Training emphasises decision-making, safeguarding and pupil dignity
- Staff involved in incidents are supported and debriefed.

How each of our individual schools will achieve this is detailed in **Part 2** of this document.

All schools will use Team Teach as the agreed Trust behaviour support and physical intervention programme.

The level of training and the number of staff that need to be trained are set out for each school in **Part 2** of this document.

10. Recording and Reporting (Statutory)

From 1 April 2026, the Trust has a legal duty to ensure that all schools:

- Record every significant incident involving the use of restrictive intervention including seclusion.
- As a minimum, schools record:
 - Date, time and duration
 - Nature and reason for intervention

- Type and degree of force used
 - Any injuries or medical concerns
 - Pupil's SEND status (where relevant)
- Report incidents of seclusion or significant physical intervention to parents in writing by the end of the day where possible. Details of how schools will do this are set out in Part 2 of this policy.
 - When a pupil is in local authority care (LAC/CiC) the school will report significant physical intervention to the named person who has responsibility.

All applications of RPI as defined by the key principles section in this policy must be recorded on the school MIS system – on the same day that the incident occurred and ideally as soon after the event as possible.

School leaders responsible for safeguarding and behaviour must monitor and check these records, identifying patterns and trends particularly for vulnerable pupils and those with SEND.

Failure to meet these duties may constitute a safeguarding breach. Details of how the school intends to meet these requirements are detailed in Part 2 of this policy.

11. Post-Incident Actions

After any incident of RPI staff should undertake the proportionate debrief to the incident that occurred. Proportionality will be set out in Part 2 of this document.

Where any physical contact has occurred as part of RPI schools must:

- Check for injuries and seek medical assessment if needed
- Offer emotional support to the pupil and staff
- Review whether preventative measures could be strengthened
- Consider whether safeguarding or SEND processes need escalation

Leaders responsible for safeguarding should ensure that a trusted adult goes back to the pupil later during the day and further check on the pupil's welfare especially if the pupil has refused to engage after a RPI incident. This is because they may be too dysregulated immediately after an event to be able to share their voice effectively.

All post incident actions must be recorded as part of the chronology. Leaders need to be able to check that all expected actions have been taken.

12. Governance, Monitoring and Data Use

The Trust Board is responsible for the governance of safeguarding and as such are responsible for ensuring that schools take all reasonable steps to be compliant in the recording and reporting the use of force and seclusion.

The Trust Board will ensure that the LSB regularly review and interrogate data on restrictive interventions. The information gathered will then be fed upwards to the board via the school SOAP and through the regular reports from the Director of Safeguarding.

The Trust Board delegate the assurance to the LSB for checking that 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, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.

The Trust Board will be responsible for:

- Having an overview of RPI data in order to identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

13. Complaints and Allegations

Any complaints or allegations arising from restrictive physical intervention will be managed in line with:

- The school and Trust complaints procedure
- The Trust-wide safeguarding statement and the individual school Safeguarding and Child Protection Policy
- Local County safeguarding arrangements
- Keeping Children Safe in Education 2025

14. Review and Publication

Approved by: ELT

Date of approval: 27/04/2026

Effective from: April 2026

Review date: April 2027

Policy owner: Director of Safeguarding

This policy will:

Be reviewed annually by the Director of Safeguarding and ELT

Part 1 of this guidance will be made available to parents through school websites.

Part 2 of this guidance will be available to parents on request.



Part 2 - School Contextual Information

Intent and Belief Statement:

At Boston Endeavour Academy, we believe that all behaviour is communication and must be understood within the context of the pupil's individual needs, experiences and development. Our approach is relational, trauma-informed and rooted in our intent, preparing the pupils for life after BEA.

Our practice is underpinned by core principles:

- **Care for others**
- **Respect everyone**
- **Encourage others**
- **Work together**

These principles ensure that pupils experience consistency, trust and psychological safety, which are essential for regulation and learning.

Restrictive Physical Intervention (RPI) sits within this approach and is only ever used as a last resort to maintain safety. The school's intent is to:

- Prevent escalation through strong relationships and proactive support
- Support pupils to co-regulate and develop self-regulation skills
- Ensure that any intervention is always in the best interests of the pupil

All use of RPI is:

- Reasonable
- Proportionate
- Necessary
- Safeguarding-led

Our long-term aim is to reduce the need for restrictive practices through highly personalised, consistent and reflective practice.

Staff Responsibility:

All staff at Boston Endeavour Academy have a collective responsibility to maintain a safe environment, build positive relationships with pupils and prioritise preventative and de-escalation approaches in all situations.

All staff are authorised by the Headteacher to use reasonable force where necessary and lawful. However, only those staff who have received appropriate Team Teach training will use planned physical interventions, with more complex or higher-risk interventions limited to those with the relevant level of training.

Leadership and Specialist Roles

The Headteacher holds overall responsibility for ensuring that the use of restrictive physical intervention is lawful, proportionate and in line with Trust policy.

The Deputy Headteacher is responsible for the operational oversight of behaviour and restrictive intervention across the school. This includes:

- Overseeing the development and quality of Support Plans
- Monitoring patterns, trends and repeat incidents
- Ensuring consistency of practice across the school
- Supporting staff with guidance, decision-making and practice development

TA2 Inclusion Mentors play a key role in the day-to-day implementation of behaviour support. They support:

- The development and delivery of Support Plans
- Staff practice through modelling and guidance within classrooms
- The on-call system, contributing to de-escalation and crisis response
- The Deputy Headteacher in maintaining consistent, high-quality practice

The Designated Safeguarding Lead (DSL) ensures that all incidents are considered through a safeguarding lens, with particular attention to vulnerable pupils and any emerging patterns of concern.

The Wellbeing Team/SENCo support the development, review and implementation of behaviour planning, and liaise with external professionals where additional guidance or intervention is required.

On-Call Support

The school operates a radio-based on-call system to ensure that staff can access immediate support during escalating situations. This enables a swift and coordinated response, helping to maintain safety for pupils and staff while minimising disruption.

All staff responding to on-call situations are expected to prioritise de-escalation, maintain pupil dignity and use the least restrictive approach possible at all times.

Reporting and Recording:

All incidents involving Restrictive Physical Intervention (RPI) at Boston Endeavour Academy are recorded and reported in line with statutory expectations and Trust guidance. Accurate and timely recording is essential to ensure transparency, safeguard pupils and staff, and inform ongoing practice.

The school uses Behaviour Smart as its primary system for recording behaviour incidents and maintaining pupil records, including the use of Smart Plans (Pupil Support Plans).

All incidents must be recorded on Behaviour Smart:

- On the same day as the incident
- As soon as possible following the event

All staff directly involved in the incident are responsible for contributing to the record, ensuring that accounts are accurate, clear and completed within expected timescales.

Content of Records

Records must provide a clear and factual account of the incident, including:

- The context and any known triggers or antecedents
- The de-escalation strategies used prior to intervention
- The reason for the intervention and the risk being managed
- The type and level of intervention used, in line with Team Teach
- The duration of the intervention
- The staff involved
- The outcome, including the pupil's response
- Any injuries or medical concerns
- Post-incident actions taken

Where appropriate, the pupil's voice will be captured once they are regulated and able to reflect.

Monitoring and Oversight

Incidents are subject to regular review by the Deputy Headteacher (Behaviour) and the Senior Leadership Team. This oversight ensures that:

- All use of RPI is justified, proportionate and in line with policy
- Patterns, trends and repeat incidents are identified
- Additional support or adjustments are put in place where needed

Behaviour Smart enables the analysis of behaviour data over time, supporting:

- Identification of emerging patterns
- Monitoring of vulnerable pupils
- Evaluation of the effectiveness of intervention strategies

This information directly informs the development and review of Smart Plans (Pupil Support Plans) and wider safeguarding practice.

Communication with Parents and Professionals

Parents and carers are informed of all significant RPI incidents on the same day, wherever possible. Communication is clear, factual and supportive, and a record of this contact is logged within Behaviour Smart. Parents and carers have the right to request a written incident log, which will be emailed to them.

Where a pupil has an allocated social worker or is supported by external professionals, this information is shared in line with safeguarding expectations.

Expectations of Practice

All staff must ensure that recording:

- Is accurate, factual and completed within required timescales
- Clearly demonstrates that the intervention was reasonable, necessary, proportionate and used as a last resort
- Reflects a safeguarding-led approach, with the pupil's welfare at the centre of decision-making

Effective use of Behaviour Smart supports accountability, strengthens safeguarding systems and ensures that practice across the school continues to develop and improve.

Detail of Pupil Support Plans:

At Boston Endeavour Academy, behaviour support is individualised and rooted in the understanding that all behaviour is a form of communication. Behaviour planning is delivered through Behaviour Smart, where pupils' needs, strategies and responses are captured within Smart Plans.

All pupils have a pupil profile within Behaviour Smart, and Smart Plans are developed where additional support is required. This includes pupils who present with ongoing patterns of dysregulation, increased risk behaviours, or where restrictive intervention may be a foreseeable part of maintaining safety. Smart Plans ensure that staff respond consistently and in line with each pupil's individual needs.

Development of Smart Plans

Smart Plans are developed collaboratively to ensure a full understanding of the pupil. This involves class teams, Inclusion staff, the Deputy Headteacher where appropriate, parents, carers and external professionals.

Planning is both proactive and responsive, with Smart Plans developing in real time as staff record behaviour, strategies and outcomes through Behaviour Smart. This ensures that plans are continually shaped by the most current information, rather than relying solely on periodic updates.

Development is informed by:

- Behaviour data recorded through Behaviour Smart
- Ongoing observation and professional judgement
- Information from previous settings
- Pupil voice, where appropriate

This means that Smart Plans are not static documents, but are continuously evolving to reflect emerging patterns, changing needs and the effectiveness of strategies.

Structured input and oversight from Inclusion mentors and the Deputy Headteacher ensures that this real-time development remains purposeful, consistent and aligned with the school's approach.

Content of Plans

Each Smart Plan provides a clear and structured overview of the pupil and outlines consistent approaches for staff. This includes:

- Individual profile, including strengths, needs, communication style and key relationships
- Understanding behaviour, identifying triggers and the function of behaviour
- Early indicators of dysregulation, allowing staff to intervene at the earliest stage
- Proactive strategies, including environmental adaptations, routines and communication approaches
- De-escalation strategies, supporting co-regulation through agreed and individualised responses

- Crisis management approaches, ensuring staff act consistently and safely where risk escalates

Where necessary, Smart Plans will also include clearly defined physical intervention strategies, aligned with Team Teach. These are risk assessed and included only where there is a clear, necessary and proportionate rationale.

Implementation and Oversight

Smart Plans are accessed through Behaviour Smart and are available to all relevant staff. Consistent implementation is expected across all areas of the school day.

Class teams are responsible for the day-to-day delivery of strategies, supported by Inclusion Mentors who:

- Model effective practice
- Guide staff responses
- Promote consistency across classrooms

The Deputy Headteacher maintains oversight of all Smart Plans, ensuring that they remain high quality, consistent and responsive to emerging need.

Review and Monitoring

Smart Plans are dynamic, live documents within Behaviour Smart. They are automatically updated in real time as staff record behaviour incidents, ensuring that plans reflect the most current information about a pupil's presentation and needs.

In addition to this live updating process, plans are also subject to formal review, ensuring that:

- Patterns and trends are considered over time
- The effectiveness of strategies is evaluated
- Adjustments are made in a planned and reflective way

Smart Plans are formally reviewed by:

- The Inclusion Mentor, who supports the day-to-day monitoring, refinement and consistency of plans
- The Deputy Headteacher, who provides oversight, quality assurance and ensures that plans are appropriate, robust and responsive to need

Reviews take place:

- Following significant incidents
- Where there is a noticeable change in behaviour or presentation

- As part of ongoing monitoring and leadership oversight

Parents and carers are involved in the review process where appropriate, supporting a shared understanding and consistent approach between home and school.

Purpose

The purpose of all behaviour planning at Boston Endeavour Academy is to reduce the likelihood of crisis situations, minimise the need for restrictive intervention, and support pupils to develop increasing independence and self-regulation over time.

Training:

Boston Endeavour Academy is committed to ensuring that all staff are appropriately trained to support pupils safely, confidently and with dignity. Training is designed to reflect the school's relational approach and the understanding that behaviour is a form of communication.

All staff receive training that equips them to prioritise prevention, understand individual need and respond proportionately to risk. This includes a focus on de-escalation, co-regulation and maintaining strong, trusting relationships with pupils.

Core Training

All staff are trained in:

- Understanding behaviour as communication
- Relational and trauma-informed approaches
- Effective de-escalation strategies
- Safeguarding responsibilities and pupil dignity

This ensures a consistent approach across the school, where staff aim to intervene early and reduce the likelihood of escalation.

Team Teach Training

Boston Endeavour Academy adopts Team Teach as its agreed approach to behaviour support and physical intervention.

Staff are trained to Level 1 and Level 2, enabling them to:

- Use positive handling safely where required
- Apply agreed strategies consistently
- Understand the principles of reasonable, proportionate intervention

Additional staff receive enhanced or advanced training to support pupils with more complex needs or higher levels of risk.

Dynamic Risk Assessment

Training supports staff to make informed, defensible decisions in the moment. Staff are expected to:

- Assess risk dynamically as a situation develops
- Balance the risks of intervening against not intervening
- Use the least restrictive option available
- Withdraw intervention as soon as it is safe to do so

This ensures that any response remains necessary, proportionate and appropriate to the circumstances.

Ongoing Development

Training is not a one-off event. Staff are supported through:

- Regular refresher training
- Scenario-based discussions
- Reflective practice following incidents

Post-incident reflection is used as a key tool for learning, enabling staff to review what worked well, what could be strengthened and how future risks can be reduced.

Purpose

The overall aim of training at Boston Endeavour Academy is to ensure that staff:

- Feel confident and supported in managing behaviour
- Prioritise prevention and de-escalation
- Use restrictive intervention safely and lawfully when required

Ultimately, training supports the school's wider aim of reducing the need for restrictive practices and helping pupils to develop increasing levels of self-regulation over time.

Intent Statement - Team Teach:

Boston Endeavour Academy adopts Team Teach as its agreed approach to behaviour support and physical intervention. The use of Team Teach is fully aligned with the school's relational ethos and its commitment to understanding behaviour as communication.

The primary intent of using Team Teach is to ensure that staff are equipped to:

- Prioritise prevention and de-escalation
- Respond to behaviour in a calm, consistent and respectful manner
- Maintain the safety, dignity and wellbeing of all pupils

Team Teach reinforces the principle that 95% of behaviour support should be preventative and non-restrictive, with physical intervention forming only a small and carefully considered part of practice.

Within this approach, physical intervention is understood as:

- A protective response, not a disciplinary consequence
- An act of care, used to prevent harm
- A last resort, when all other strategies have been exhausted or are not appropriate

All interventions are guided by the principles of being:

- Reasonable in the context of the situation
- Proportionate to the level of harm
- Necessary to reduce immediate risk
- Safeguarding-led, with the pupil's welfare, dignity and rights at the centre of any action

Team Teach also supports consistency across the school, ensuring that staff share a common understanding of language, strategies and expectations. This consistency is essential in building trust with pupils and reducing anxiety, particularly for those with SEND and additional vulnerabilities.

The use of Team Teach enables staff to feel confident in managing risk while maintaining a strong relational approach, ultimately supporting the school's aim to reduce the need for restrictive intervention and promote pupils' long-term self-regulation and independence.

Use of Reasonable Force to Search for Prohibited items:

Boston Endeavour Academy follows national guidance in relation to the searching of pupils and the use of reasonable force. Searches are conducted in a manner that is sensitive, proportionate and respectful of the pupil's dignity.

The Headteacher, and staff authorised by the Headteacher, have the power to search a pupil or their possessions where there are reasonable grounds to suspect that the pupil may be carrying a prohibited item.

Use of Reasonable Force

Reasonable force may be used to conduct a search where:

- A pupil refuses to cooperate
- There is a belief that a prohibited item poses a risk to the pupil or others

Any use of force must:

- Be reasonable in the circumstances
- Be proportionate to the level of risk
- Only be used where necessary to reduce immediate harm
- Be safeguarding-led, with the pupil's welfare at the centre

Force will not be used to search for items banned under school rules alone.

Prohibited Items

Prohibited items include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vaping products
- Fireworks
- Pornographic images
- Any item likely to be used to cause injury or damage

Approach to Searching

In line with the needs of pupils at Boston Endeavour Academy:

- Searches are carried out calmly and with clear communication
- Additional staff are present where appropriate to ensure safety and transparency

- Every effort is made to gain cooperation before any escalation
- Pupils are supported throughout the process to reduce anxiety and distress

In some cases, routine or planned searches may form part of a pupil's individual risk assessment or support plan.

Recording and Communication

- All searches, including those where no item is found, are recorded on CPOMS where appropriate
- Any use of force must be recorded in line with restrictive intervention procedures
- Parents/carers are informed where a search is significant or where a prohibited item is found
- Relevant safeguarding procedures are followed where necessary

Expectations of Practice

All staff must ensure that:

- Searches are lawful, justified and clearly evidenced
- Pupil dignity and rights are upheld throughout
- Actions taken reduce risk and do not escalate the situation unnecessarily