



Endeavour
Multi-Academy Trust



Positive Management of Severe Challenging Behaviour Policy and Procedures

**Endeavour Multi Academy Trust -
All Schools**

DOCUMENT CONTROL		
Approved for operation within		Endeavour Multi Academy Trust – all schools
Version number		V2.0
Consulted on with recognised trade unions		N/A
Reviewed By		Logistics Learning Local Governing Committees
Recommended to Full Trust Board by:		Logistics Learning Local Governing Committees
Date approved by the Trust Board		13 July 2026
Risk Register Item Number		N/A
Review Period		2 Years
Next Review Date		Summer 2028
Policy status		Statutory
Location published		External
Owner		Logistics Local Governing Committees
Author/Lead		Alison Garrett
DOCUMENT HISTORY DATE	DOCUMENT VERSION	DOCUMENT HISTORY
Summer Term 2024 - LGBs	V1.0	New Policy drafting to be used by all Endeavour MAT Schools
17.04.2026	V2.0	Update to include new guidance on restriction interventions, including use of reasonable force, in schools. April 2026

CONTENTS:

1. Rationale
 2. Severe Challenging Behaviour
 3. Specialised Staff Training
 4. Reporting and Quality Assurance
 5. Physical Management of Severe Challenging Behaviour including Restrictive Interventions
 6. New incidents of Inappropriate Behaviour
 - 6.1 Emergency Procedures
 - 6.2 Procedures for the Management of Re-occurring Severe Challenging Behaviour
- Appendix: Communication letter to parents/carers

1. Rationale

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Some of the pupils who attend schools in the Endeavour Trust may present behaviour management issues at some time during their school life. This behaviour may be of such a degree that it presents a risk to the pupils themselves, peers and staff, or involves serious damage to property and therefore requires specific management and support strategies.

The philosophy, principles and procedures identified in the schools Behaviour Policy also apply to this document. Governors and staff seek to create 'a sense of stability' in which pupils can be helped to overcome behavioural difficulties while the safety and emotional wellbeing of all pupils is protected. The climate and behaviour management approach is one of support, NOT confrontation. Support for the development of appropriate learning and behaviour programmes may be obtained from external professionals who have specific expertise in the diverse needs presented by our pupils.

Relevant legislation The principal legislation to which this guidance relates are:

- the Education and Inspections Act 2006, especially sections 93 and 93A
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010

2. Severe Challenging Behaviour

Terminology For clarity, this guidance will use the following definitions:
Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different

ways. Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴ Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Significant incident: 5 any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention. Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

Who can use reasonable force? All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from: 1. causing injury to themselves or others 2. committing a criminal offence 3. damaging property 4. causing disorder among pupils at the school, whether during a teaching session or otherwise

If a pupil presents inappropriate behaviour to such a degree that it threatens safety or presents serious danger to themselves, others, property, including the work of other pupils, and/or inhibits the learning of others, special educational and behavioural support procedures will be implemented.

Our approach to managing severe challenging behaviour is nonconfrontational and wherever possible, non-physical strategies will be used, e.g distraction, diversion, specialised structures, teaching and learning approaches, adapted environments etc. A distinction is drawn by the school between physical management and other forms of physical contact such as manual prompting, physical guidance or other contact that may have an appropriate place within the context of particular teaching approaches and strategies.

Physical interventions will only be used as a last resort as part of a well defined Individual Behaviour Support Plan (IBSP), that is based on the particular needs of the pupil. However, if physical intervention is required this will be implemented within legal requirements set down in the 1996 Education Act and DFEE(5) Circulars 10/98 and 10/99. This policy and procedures have also been based on the LA Guidance found in the procedures for physical management of challenging behaviour in 'Positive Range of Options to Avoid Crisis and use Therapy Strategies for Crisis Intervention and Protection' (PROACT-SCIPr-UK) and Safeguarding Policy, in order to ensure the welfare and safety of pupils and staff.

Unacceptable uses of force It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

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.⁸ 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. Please read in conjunction with the schools' behaviour policies.

3. Specialised Staff Training

All schools in the MAT hold the 'PROACT-SCIPr-UK Training status, which involved all staff being trained in the LA approved methods of physical management of challenging behaviour, and positive behaviour management. Seven staff within the Trust are trained PROACT-SCIPr-UK Instructors. Each PROACT-SCIPr-UK instructor attends a yearly recertification.

All staff attend a yearly refresher to ensure their training is relevant and up to date. The training is planned to meet the schools' requirements and individual pupil needs.

Across the Endeavour Trust a two day Introductory and Foundation course is delivered to new staff. This training is organised across the MAT termly.

4. Reporting and Quality Assurance

Behaviour incidents and physical interventions recorded in the PROACT-SCIPr-UK book are reported to governors regularly across the academic year. This must be reported in writing to parents/ carers.

The instructor in each school reports on behaviour and physical interventions to the Educational Psychologist annually.

This is part of the quality assurance process to ensure practice is relevant and consistent. The EP reports to the local authority and Loddon.

5. Physical Management of Severe Challenging Behaviour

In all behavioural incident's schools use a range of de-escalation strategies rather than immediately instigate physical approaches.

Physical interventions could provoke the spiralling of the behaviour from a lower to higher level of intensity. The development of pupil's IBSP is based on this principle. If physical support were required a process of gradient control would be implemented. Examples below identify this graded approach but do not cover all support and holds. (Please see PROACT-SCIPr-UK manual).

- Keeping safe
- Touch support
- Two-person arm support and releases
- One-person escort
- Two-person escort
- Hug

6. New Incidents of Inappropriate Behaviour

6.1 Emergency Procedures

- If a serious incident of challenging behaviour occurs without prior knowledge of the behaviour, immediate strategies will be

implemented to ensure the safety of the pupils, adults and property. The incident and the management of the incident will be based on PROACT-SCIPr-UK procedures and will be documented and logged on the appropriate forms. Parents and carers are informed.

- The behaviour must be reported to the behaviour lead and/ or the PROACT-SCIPr-UK instructor as soon as is safely practical, but before the end of the school day.
- The school will contact parents of the pupil involved as soon as practically possible within the same day to inform them about the use of RPI.
- Further discussions with staff/parents/carers will take place within 24 hours of a report being made to ascertain if there have been:
 - Any changes at home or school that may have instigated the behaviour.
 - To agreed emergency strategies to manage the behaviour in the event that it occurs again.
 - These will be added to the IBSP along with an updated risk assessment.

6.2 Procedures for the Management of Re-occurring Severe Challenging Behaviour

- Observation schedules and risk assessments will be completed in order to clearly identify the risks imposed by the behaviour involved, its function, frequency and antecedents, triggers or consequences that may be supporting the continuation of the behaviour.
- Support from parents/carers and external agencies, if required, eg. Doctor, LA, Educational Psychologists, etc, will be sought and involved in identifying, monitoring and evaluating appropriate IBSPs.
- Individual Behaviour Management Support Plans will be produced, implemented, communicated and agreed by all involved including the child if it is appropriate
- Frequency of inappropriate behaviour and any harm that occurs to the pupil, self and others must be recorded on Arbor and the PROACT-SCIPr-UK book. If necessary it will be recorded on My Concern.
- Records and logs will also be monitored by the Headteacher, Behaviour Lead and SLT to review and evaluate policy and practice.

- If behaviour accelerates to a level that presents serious danger to the pupil and others or is beyond the resources of the school, short or long-term exclusions will be implemented in line with the school policy and Government guidelines. The relevant personnel will be informed and the school will work with parents/carers, school Governors and the LA and other professionals to reach a positive support programme and integration back into school.
- If all attempts to reintegrate the pupil back into school fail, then the school will notify the relevant agencies that they are no longer able to meet the pupil's needs.

[insert school logo]



Endeavour
Multi-Academy Trust
Stronger Together • Excellence • Inclusion • Equity

Private and Confidential
Incident requiring restrictive physical support

Dear Parent/Carer of _____ (pupil name)

Further to our communication regarding the physical support your child received earlier today, I am writing to provide you a written summary for your records.

Your child required restrictive physical support at approximately _____ (time)
on _____ (date)

Staff intervened in line with our school's policy and training informed by PROACT-SCIPr-UK® to keep your child and others safe. Your child has been checked by a first aider and

☐ No injury took place during the intervention
☐ An injury took place during the intervention – please see Meditracker notification for more information.

Please be reassured that staff acted appropriately, using the least restrictive support necessary. If you would like to discuss this further, please feel free to contact school.

Kind regards