

WINSLOW CHURCH OF ENGLAND SCHOOL



USE OF REASONABLE FORCE AND RESTRICTIVE INTERVENTIONS POLICY

Introduction

This guidance is based on, and should be read in conjunction with Department for Education Guidance, 'Restrictive interventions, including use of reasonable force, in schools', Guidance April 2026. This document gives the up to date legal context for any school policies on the use of force and restraint.

"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."

1) Objectives and Principles:

The Headteacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property. This policy should be communicated to all staff, pupils and parents.

As all members of school staff are authorised by law to use force, the school does not have a no-contact policy. We are, however, committed to the principle that force and restraint should only be used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate.

We recognise that all members of school staff have a legal power to use reasonable force in the following circumstances to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise.

2) Minimising the Use of Force:

At Winslow Church of England School, we aim to create a calm and orderly environment, which minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

- Using resources including Social and Emotional Aspects of Learning to teach pupils how to manage conflicts and strong feelings.
- Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise.
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force.
- Having up to date and regularly reviewed risk assessments and Positive Intervention Plans for individual pupils.

3) Staff Authorised to Use Force

i. **Permanent Authorisation:**

Appendix B of this document contains an up to date list of those staff who have had Step-On De-escalation training. This list is reviewed each year and includes an up to date record of appropriate training. Identified members of staff receive Step-Up training from the PRU based on a clear audit of need. An up-to-date list is included in Appendix B of staff currently trained.

ii. **Temporary Authorisation:**

In some circumstances a) staff whose jobs do not normally involve supervising pupils and b) volunteers working with pupils will be authorised to be in control or charge of pupils, will have statutory power to use force. This might include:

- School trips
- Off site learning activities
- After school activities

The names of these staff will be recorded in the individual Pupil Risk Assessment and plans for these activities, and signed off by the Headteacher.

4) Deciding Whether to Use Force:

Staff should only be used force when:

- The potential consequences of not intervening are sufficiently serious to justify considering use of force.
- The risks associated with not using force outweigh those of using force.

Some situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils.
- To prevent a pupil from hurting themselves
- To prevent a pupil causing deliberate damage to property.
- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or object.
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so.
- To prevent a pupil behaving in a way that seriously disrupts a lesson.
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visits.

It is unlawful to use force as a punishment and staff should not do this under any circumstances.

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils should have an Individual Risk Assessment and a Positive Intervention Plan that determines the likely triggers for undesirable behaviour, and the effective ways to manage such pupils. See Appendix C. It is likely, but not exclusive, that these pupils will be determined as having a BESD (Behavioural, Emotional and Social Difficulties) SEND.

If a pupil is suspected of having a weapon, or any other dangerous object, and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

5) Using Force:

Any staff using force or restraint to control a pupil should only use the minimum force necessary to achieve the desired result.

It is our policy that:

- In any situation a pupil is given an oral warning that force may have to be used if the situation or behaviour being dealt with persists. This should be done clearly and calmly in language the pupil can understand.
- Staff should, wherever possible, not use force unless or until another responsible adult is present to support, observe and call for assistance.
- If the use of force is necessary, reasonable adjustments for disabled pupils and pupils with special educational needs will be made.
- Any force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the pupil. Staff should be aware that any use of restraint must not bring the risk of an injury to the child and breathing or circulation must not be restricted under any circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances
- When considering the use of physical intervention or restrictive physical intervention there are four components that are judged as wrong:
 - negative impact on the process of breathing or circulation,
 - pain as a direct result of the technique,
 - a sense of violation,
 - the use of a technique as a punishment.

6) Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. This intervention should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

It is our policy that:

- Seclusion should not be implemented by staff through threat of punishment.
- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil.
- The pupil must be supervised at all times during any period of seclusion. Staff should not block or restrict access to the exit unless they are physically present in the room with the pupil.

- As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.
- An incident involving the use of seclusion must be recorded and reported on CPOMS. Parents must also be notified.

7) Staff Training

The Headteacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the School Policy on the Use of Reasonable Force.

At Winslow Church of England School we will ensure the following training is in place:

- All teachers and Learning Support Staff will have received Step-On Physical Intervention training by expert accredited providers in Step-On De-escalation training, including Physical Interventions. If Step-On de-escalation training does not work for a particular individual, the PRU will train a select few teaching staff in Step-Up. It is, however, not assumed that the named trained members of staff should be solely responsible for dealing with all incidents where physical intervention is required.
- All staff are made aware of the policy on the use of force and restraint with a particular focus on when, where and how force and restraint may reasonably be used, and the way such incidents should be recorded.

8) Recording Incidents:

Any use of force or restraint must be recorded On CPOMS under Physical Restraint Category and a DSL immediately informed. This must be completed as soon as practicable after the incident and assigned to the Headteacher or a DSL before the end of the school day.

9) Reporting Incidents

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil.

Incidents are recorded by the staff members involved and passed to the Headteacher as soon as practically possible after the event. This must be completed on the same day as the incident.

If the use of force or restraint is seen to have been significant, it must be reported to parents by the Headteacher or Deputy Headteacher/Assistant Headteacher in their absence. Ideally this will be by telephone and will occur as soon as possible after the incident. Families should be given access to a copy of this policy.

If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the designated teacher for Child Protection who should liaise with the Local Authority and/or Social Service.

10) Post Incident Support

Staff involved in physically restraining a child will check immediately after the incident for any visible signs of injury. If there is any injury to the child as a result of the use of restraint or force, first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support. Senior members of staff will also check-in with the pupil after the intervention is ended if the child is still in school.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association. Incidents should be recorded on CPOMS under Physical Restraint Category and a DSL must be informed.

We will ensure that there is a clear follow-up and use of sanctions, in line with the behaviour policy, to the poor behaviour of the pupil concerned. This must include Educational Consequences.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

11) Complaints and Allegations

If a specific allegation is made against a member of staff, the school will follow the guidance set out in *Keeping Children Safe in Education*.

Other complaints should be dealt with according to the school complaints procedure.

12) Monitoring and Review

The Headteacher will report to the Governing Body on the use of force and restraint. This policy will be reviewed as part of the Behaviour Policy in a cycle agreed by the Governing Body.

Reviewed and Updated: April 2026

Next Review: September 2026

Appendix A: Physical Restraint Log Book – see Office

Appendix B: List of staff in receipt of Step-On De-escalation Training

Name	Status	Period of Authorisation	Training	Date of training
Miky Rodriguez	Teacher	2 Years	Step-On	June 2024
Sophie Walton	LSA	2 Years	Step-On	June 2024
Freya Gurney	Teacher	2 Years	Step-On	June 2024
Daisy Allen	AHT	2 Years	Step-On	June 2024
Maxine Hill	Teacher	2 Years	Step-On	June 2024
Ryan Thompson	Teacher	2 Years	Step-On	June 2024
Ellen Curtis	LSA	2 Years	Step-On	June 2024
Sara Burman	Teacher	2 Years	Step-On	June 2024
Lucy Nichols	LSA	2 Years	Step-On	June 2024
Justine Spencer	LSA	2 Years	Step-On	June 2024
Anna Ayrey	Teacher	2 Years	Step-On	June 2024
Tamie Cumming	LSA	2 Years	Step-On	June 2024
Louise Stillwell	LSA	2 Years	Step-On	June 2024
Amy Aldridge	Teacher	2 Years	Step-On	June 2024
Jade Teal	LSA	2 Years	Step-On	June 2024
Bernie Rogers	LSA	2 Years	Step-On	June 2024
Katie Epps	DHT	2 Years	Step-On	June 2024
Amy Parker	Teacher	2 Years	Step-On	June 2024
Lori Picillo	LSA	2 Years	Step-On	June 2024
Hannah Robbins	LSA	2 Years	Step-On	June 2024
Carol Lawrence	LSA	2 Years	Step-On	June 2024
Julie Hartshorn	HLTA	2 Years	Step-On	June 2024
Emma Compton	LSA	2 Years	Step-On	June 2024
Freya Gurney	Teacher	2 Years	Step-On	June 2024
Melody Walker	Teacher	2 Years	Step-On	June 2024
Rudaina Shirley	Teacher	2 Years	Step-On	June 2024
Eve Langley	LSA	2 Years	Step-On	June 2024
Linda Pegg	LSA	2 Years	Step-On	June 2024
Mary Heal	HLTA	2 Years	Step-On	June 2024
Lynne Addley	LSA	2 Years	Step-On	June 2024
Emily Pool	Teacher	2 Years	Step-On	June 2024
Corey McConnell	Teacher	2 Years	Step-On	June 2024
Samantha Dimpleby	Headteacher	2 Years	Step On	January 2025
Olivia Willett	Teacher	2 Years	Step On	January 2025
Vicky Kelner	Teacher	2 Years	Step On	January 2025
Amanda Moseley	AHT	2 Years	Step On	January 2025
Jade Hopkins	LSA	2 Years	Step On	January 2025
Elizabeth White	LSA	2 Years	Step On	January 2025
Elena Fairbridge	LSA	2 Years	Step On	January 2025
Olha Volokhovska	LSA	2 Years	Step On	January 2025
Georgina Richards	Teacher	2 Years	Step On	October 2025
Vicki Crawford	Teacher	2 Years	Step On	October 2025
Charlie Crawford	Teacher	2 Years	Step On	October 2025
Lorna Francis	LSA	2 Years	Step On	October 2025
Katie Webb	LSA	2 Years	Step On	October 2025

Samantha Dimpleby	Headteacher/DSL	1 Year	Step Up	December 2025
Katie Webb	SENDCo	1 Year	Step Up	December 2025
Katie Epps	DHT/DSL	1 Year	Step Up	December 2025
Amanda Moseley	AHT	1 Year	Step Up	December 2025
Ryan Thompson	Teacher	1 Year	Step Up	December 2025
Maxine Hill	Teacher	1 Year	Step Up	December 2025
Anna Ayrey	Teacher	1 Year	Step Up	December 2025
Sara Burman	Teacher	1 Year	Step Up	December 2025
Louisa Stillwell	LSA	1 Year	Step Up	December 2025
Justine Spencer	LSA	1 Year	Step Up	December 2025
Lucy Nichols	LSA	1 Year	Step Up	December 2025
Tamie Cumming	LSA	1 Year	Step Up	December 2025

Appendix C: Example of Behaviour Plan and Risk Assessment

Pupil Risk Assessment

Pupil Specific Risk Assessment

Name	
DOB	
Date of Assessment	

Hazard/Behaviour	Opinion Known O/K	Conscious Involuntary C/I	Seriousness Of Outcome A 1/2/3/4	Probability Of Hazard B 1/2/3/4	Severity Risk Score A x B
Harm to Self					
Harm to Peers					
Harm to Staff					
Damage to property	K	C	2	3	2x3
Harm from Disruption	K	C	2	3	2x3
Criminal Offence					
Harm from Absconding					
Other Harm					
Other Harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Positive Intervention Plan

Name:	DOB:	Date:	Version of plan: Review Date:
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Brief description of presenting difficult/dangerous behaviours:	Positive behaviour(s) we wish to see / have:
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Differentiated measures to promote / support positive behaviours:
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	POSITIVE behaviours you will see:	What you will say:	What you will do:
	DIFFICULT behaviours you will see:	What you will say:	What you will do:
	HARMFUL behaviours you will see:	What you will say:	What you will do:
	NEXT STEPS:		

Signature of plan co-ordinator..... Date

Signature of parent / carer..... Date

Signature of young person (if appropriate).....Date.....