"Creating excellence, embracing all."

Restrictive Interventions and Use of Reasonable Force Policy

Headteacher : Jo Reid

Chair of Governors: Sue Miller

Policy determined 16th January 2024

Policy Reviewed September 2026 in light of new guidance

Botley School Governing Board

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity *Teamwork* *Kindness* *Respect* *Resilience* *Creativity*

Introduction

This guidance is based on, and should be read in conjunction with Use of reasonable force and other restrictive interventions guidance, the recommendations in the
gives the legal context for any school policies on the use of reasonable force and restraint.

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 force in schools is generally used for two different purposes:

a) To control: control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back)
b) To Restrain: When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them or when a child is putting themselves or others at immediate risk of harm.

2) Minimising the Use of Force:

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

- Using well-being and social emotional learning resources 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 including Team Teach techniques and Restorative Practice.
- 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 handling plans for individual pupils

3) Staff Authorised to Use Force

i. Permanent Authorisation: Appendix A of this document contains an up to date list of those staff who have authority and training to use force to control or restrain pupils. This list is reviewed each year and includes an up to date record of appropriate training. These staff are specifically trained to be called upon when an incident has the potential to require deescalation or possible restraint. They should be called to any incident as soon as the use of reasonable force becomes necessary.
ii. Emergency Authorisation: All staff are authorised by law to use reasonable force in emergency situations 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

Where necessary, they can use control or restraint, but must call for a Team Teach Member of staff to come and take over from them as soon as possible.

iii. Temporary Authorisation: In some circumstances staff whose jobs do not normally involve supervising pupils This might include:

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

The names of these staff will be recorded in the risk assessment and plans for these activities and signed off by the Headteacher.

4) Deciding Whether to Use Force:

Staff should only used force when

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of having the desired result by other means are low
- The risks associated with not using force outweigh those of using force.

Some situations where reasonable force might be used are:

- To prevent a child from leaving the premises or putting themselves in harm's way
- 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 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 will have an individual 'Positive Handling Plan' that determines the likely triggers for undesirable behaviour and the effective ways to manage such pupils. See Appendix B. It is likely, but not exclusive, that these pupils will be determined as having a Emotional Behavioural Needs that may be also supported by an Education Health Care Plan (EHCP).

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 restrain 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 child 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 child can understand.
- Staff should, wherever possible, not use force unless or until another responsible adult is present to support, observe and call for assistance.
- 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 child. Staff should be aware that any use of restraint does bring the risk of an injury to the child. Staff must ensure that any use of force that may constrict breathing is only used in extreme emergencies and where there is no viable alternative.

6) 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 Botley School we will ensure the following training is in place:

- At least two members of staff in each phase will have received Team Teach accredited training in physical intervention and restraint techniques. It is, however, not assumed that the named trained members of staff should be solely responsible for dealing with all incidents where physical intervention or restraint 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.

7) Recording Incidents:

Any use of force or restraint must be recorded on CPOMS. An Incident must be logged on the system as soon as practicable after the incident and by the end of the working day on which the incident occurred. The Headteacher and the DSLs will automatically be alerted to the incident. The class teacher should also be notified on the system.

8) 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.

Once an incident is recorded and passed to the Headteacher or Member of the Leadership team acting for the Headteacher, who will make a decision about whether the incident is deemed as significant within 1 working day.

If the use of force or restraint is seen to have been significant it must be reported to parents by a member of the Leadership Team. 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 Services.

9) Post Incident Support

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. Pupils should be given appropriate emotional support. Members of staff will be provided with a quiet space to reflect and debrief following a serious incident of use of restraint or force.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association
We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the poor behaviour of the pupil concerned.
We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

10) 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.

11) Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - 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. In such circumstances, the pupil is not acting with intent. 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 should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

12) Complaints and Allegations

If a specific allegation is made against a member of staff the school will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education.*

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

13) Monitoring and Review

The DSL and DDSL will monitor the use of reasonable force listed onto CPOMS.
This policy will be reviewed annually by the Local Governing Board

Appendix A: List of staff authorised to use force and the training they have received

Team Teach 2026-27			
Key Stage	**Name**	**Level of training**	**Valid until**
Enhanced Pathway	Cathy	Level One	05.01.28
	Carla	Level One	05.01.28
	Monica	Level One	05.01.28
Resource Base	Lindsay	Level One	05.01.28
	Jenny	Level One	05.01.28
EYFS	Jonathan	Level One	05.01.28

	Shabana	Level One	05.01.28
KS1	Tracy	Level One	05.01.28
	Sharmin	Level One	05.01.28
LKS2	Johnny	Level One	05.01.28
UKS2	Gina	Level One	05.01.28
	George	Level One	05.01.28
Other	Shaeen	Level One	05.01.28
	Elspeth	Level One	05.01.28

Appendix B Example Positive Handling Plan

Name:	**NC Year:** **Teacher:**	**Date plan started:**	**Date plan updated:**

Pen picture (including likes & dislikes):	**Triggers:**
• XXX loves football and Lego • If XXX is fidgeting he is likely to still be listening • XXX loves to share a story with an adult and a friend • When he hurts other children, XXX is often not away that he has done so • XXX can struggle with anxiety	• Times of transition • During session input • At times spontaneously – seems to be no obvious trigger

Preventative actions:

- Warn XXX of any transition times
- Give choices – you can either…… or you can choose to……
- Give clear boundaries and expectations with positive language

Regular structured learning breaks

Low level dysregulation:

What does it look like?	**What do I mean?**	**What do I need?**
• Invading another person's space • Off task • Fidgeting – tapping foot, playing with resources	• I am struggling to remain focus • I am tired	• A learning break – see chart • Support to achieve task

High level dysregulation:

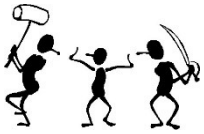
What does it look like?	**What do I mean?**	**What do I need?**
• Moving around the classroom • Throwing resources	• I am not coping with the situation I am in – people or room • I am frustrated	• Change of face or time in a different area to regulate • A learning break – see chart • Support to achieve task at a later point in the day

• Calling out during learning		

Any additional information (medical, home etc):
Check Communication Book to see if any issues occurred after school the previous day or that morning

6 stages of crisis example plan

Positive Behaviour Plan for XXXXXX

Phase of behaviour	Preventing the triggers in the first place (what helps it go right in the first place)	Spotting the Triggers (things just beginning to go wrong)	Prevent Escalation (things getting worse)	During an emotional crisis	Recovery	Repairing the Relationship
						
What we notice …	XXXXXX will smile. He may laugh. He may be singing/ humming. XXXXXX may give adults eye contact. He will be engaged in play of his choice. He may be holding an object in his hand and carrying this with him.	XXXXXX becomes more rigid, he appears less relaxed. He makes more verbal noises. Gets wriggly. Appears restless.	Stamping feet. He may look for an area to run. He may run. He may start pushing adults or children that are in his way. He may pinch adults arm. He may lay on the floor.	Kicking adults and children. Grabbing and twisting arms. Hit others nearby. Angry noises. He may cry and be upset. He may throw himself down on the floor.	XXXXXX will be in the sensory area. XXXXXX will be more relaxed. He may be singing and humming.	XXXXXX will be calm in the sensory area and appear relaxed. He may want a hug.

What we can do…	Play peek-a-boo. He enjoys being tickled. Sing and chant rhymes with him. XXXXXX may want to read. He enjoys Pepper Pig books. Provide a descriptive commentary to narrate what XXXXXX is doing. E.g. 'XXXXXX is looking out of the window and watching the children' Use visual prompts. Encourage XXXXXX to tap name badges and say names before opening doors or helping to encourage interaction. Use SCERTS approach to encourage language and communication. Use Turn Taking Wheel to encourage turns. Use the Busy Box to encourage XXXXXX to engage in adult led activities for a short period of time.	Adult to try to divert attention (music, singing, bubbles, reading). Adults to start singing alongside XXXXXX. Provide sensory opportunities e.g. balance ball, theraputty, stretchy band, music, yoga mat. To give XXXXXX a hug from the side.	Adults to lead XXXXXX in an area away of other children if possible. Show picture of sensory room and adult to take XXXXXX to sensory area. Provide sensory opportunities e.g. balance ball, theraputty, stretchy band, music, yoga mat. Adult to show 'stop' sign. Adult to use firm simple language. One/ two word instructions. Calming pressure on shoulders. Adults to walk XXXXXX backwards to reduce opportunities to run. To give XXXXXX a hug from the side.	Adult swap. Another adult to take over. Adults to step away and leave XXXXXX on the floor to try and calm down. Adults to ensure area is safe- cushions if needed. If necessary, a Team Teach trained adult to guide XXXXXX to sensory area.	Adult to join him in the sensory area. Sing Calming deep pressure if needed on shoulders.	XXXXXX to give 'sorry' card to child or adult with adult modelling using descriptive commentary. Adult to give XXXXXX a hug if he approaches them.