



# **Reasonable Force and Restrictive Intervention Policy**

Date of Issue	Review Date	Date Ratified by Governing Body
October 2025	October 2026	October 2025

## Introduction

This policy outlines our approach to the use of reasonable force and other restrictive interventions. It is based on the Department for Education's statutory and non-statutory guidance (*Use of Reasonable Force and Other Restrictive Interventions in Schools*, February 2025) and aims to ensure the safety and dignity of pupils and staff.

## Aims

The primary aim of this policy is to promote a safe and supportive environment where all pupils and staff feel secure. It seeks to minimise the need for restrictive interventions by prioritising prevention and de-escalation strategies. The policy ensures that any use of force is lawful, proportionate, and in the best interests of the pupil. Additionally, it supports pupils with special educational needs and/or SEMH needs through appropriate and tailored interventions.

## Legal Framework

This policy is informed by several key pieces of legislation, including the Education and Inspections Act 2006 (Sections 93 and 93A), the Equality Act 2010, and the Children and Families Act 2014. It is also guided by the Department for Education's most recent publication on the use of reasonable force and restrictive interventions in schools (February 2025).

## Definition of 'Reasonable Force' and 'Restrictive Intervention'

- **Reasonable Force:** Physical contact used by school staff to control or restrain a pupil—always the minimum necessary and only for as long as required.
- **Restrictive Interventions:** Any action planned or reactive, that limits a pupil's movement, liberty, or freedom. This includes physical restraint and other methods that restrict a pupil's ability to act independently.

## Minimising the need to use RPI

In our school we aim to:

- create a calm, atmosphere of safety and mutual respect, that minimises the risk of incidents arising that might require using RPI
- use Restorative Approaches to teach pupils how to manage conflict and strong feelings
- de-escalate incidents if they do arise
- only use RPI when the risks involved in doing so are outweighed by the risks involved in not using RPI
- use Risk Assessments and De-escalation Plans for individual pupils

## Staff authorised to use RPI

All teachers and staff whom the Head Teacher has authorised to have charge of pupils automatically have the statutory power to use RPI. In some very limited circumstances, staff whose jobs do not normally involve supervising pupils and volunteers, working with pupils will be authorised to be in charge of pupils and therefore have statutory power to use RPI. In these cases, the Head Teacher or senior member of staff will inform the teachers and other staff (with permanent authorisation) who has temporary authorisation.

## Deciding whether to use RPI

In our school, authorised staff will only use RPI when:

- the potential consequences of not intervening are sufficiently serious to justify considering use of RPI
- the chances of achieving the desired result by other means are low
- the need for a dynamic risk assessment is deemed necessary and
- the risks associated with not using RPI outweigh those of using RPI

School staff (including people with temporary authorisation to have charge of pupils) will be kept informed about and advised how to deal with pupils who present particular risks to themselves or others (as a result of SEN and/or disabilities and/or other personal circumstances, such as domestic violence) by appropriate handover and liaison.

### Training

In our school, we have adopted the Team Teach approach to staff training. All staff are fully accredited and update their skills/re-accredit every 2 years. We consider all staff to have a responsibility for pupil behaviour. The Team Teach training includes de-escalation techniques which introduce the use of RPI at an appropriate time, based on a range of other options. Staff working closely with pupils with SEN or disabilities will undertake risk assessments to inform decisions regarding levels of staff training required.

### Recording and Reporting

All incidents of reasonable force are recorded promptly using the school's designated online incident form. This form is automatically forwarded to the Headteacher and Safeguarding team to be reviewed. Parents or carers must be informed on the same day whenever possible. In accordance with statutory guidance, each significant incident involving force must be documented thoroughly. Any incidents of restrictive intervention are recorded on CPOMS, and parents are informed.

### Support Following Incidents

Following any incident involving restrictive intervention or reasonable force, pupils will be supported both emotionally and physically to ensure their wellbeing. Staff involved will be offered debriefing and supervision to reflect on the incident and its impact. Reviews of incidents will be conducted to inform future planning and to reduce the likelihood of recurrence.

### Monitoring and Review

Alongside the headteacher the governing body is responsible for monitoring the use of restrictive interventions across the school. Incident data will be reviewed on a termly basis to identify patterns and inform policy updates. This policy will be reviewed annually or sooner if there are significant changes in legislation or guidance.

### Complaints and Allegations

Complaints related to the use of force will be handled in accordance with the school's Complaints Policy alongside our managing allegations against staff procedure. Any allegations of misuse of force will be investigated thoroughly and may involve external safeguarding agencies where appropriate.

## Appendix 1

### Restrictive Physical Intervention

Please ensure the form is fully complete. On submission the leadership team will review and attach to CPOMS

1.Name of Child

2.Person completing this form

3.Year Group

4.Date

5.Time

6.Location

7.Staff Restraining

8.Staff Witnesses

9.Reason for physical Intervention

- Child represents a danger to themselves/others
- Prevent/cease damage to site/equipment/property
- Prevention or committal of a criminal offence
- Behaviour prejudicial to maintaining good order and discipline

10.Description of the lead up to incident (Identify triggers, antecedents)

11.De-Escalation Techniques used

- Calm verbal instruction/support
- Choices/Options
- Non-threatening body language/posture
- Humour
- Distraction
- Step away/given space
- Time out offered
- Time out directed
- Change of face

12.Impact of de-escalation technique?

13.Description of Incident, Restraint and follow up

14.How did the physical intervention lower the risk?

15.Physical Intervention Techniques/ Holds used

- Caring C Guide
- Double Elbow
- Friendly Hold/Hug
- Single Elbow
- Seated Single Elbow
- Seated Double Elbow

16.Duration of Restraint

17.Any Injuries (Yes/No) - if yes please specify and detail

18.Follow up action (tick all that apply)

- Parents/carers Informed
- Behaviour log
- First aid form
- Violence to staff form
- Review of risk assessment / SEMH plan
- Restorative conversation

19.Describe the physical and emotional impact on the pupil

20.Describe the physical and emotional impact on the member of staff/witnesses