

Baildon Glen Primary School

RESTRICTIVE INTERVENTIONS (USE OF REASONABLE FORCE) POLICY

Date of issue		Next review date		Date ratified by Governing Body	
September 2026		September 2027		1.10.26	
	Print name	Signature		Date	
Headteacher	Joanna Jackson			Sept 2026	
On behalf of Governing Body	Louise Stewart, Chair of Governors				

The use of restrictive interventions to support the management of behaviour that presents a risk of harm.

The responsible person for the implementation of the policy is Miss Joanna Jackson. The policy will be reviewed annually by the Headteacher and the Governing Body with the next review date set as September 2027.

This policy has been developed in response to the Department for Education guidance 'Restrictive Interventions, including the use of reasonable force, in schools' (effective from 1 April 2026). The school recognises its statutory duties regarding the recording and reporting of significant incidents involving the use of force and its duties relating to seclusion and restraint.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils, including the Behaviour Policy.

Individual school policies should always cross reference specific policies, which are related: i.e: Risk Assessment, Child Protection and Health and Safety, Behaviour, Exclusion, Safeguarding etc.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils.

The School's Behaviour Policy is made to available to parents on the school website and reference is made to the Restrictive Interventions (Use of Reasonable Force) Policy within this. The Home School Agreement for families includes information on the use of reasonable force to control or restrain pupils. By signing Home School Agreements, parents are acknowledging the school's power to use reasonable force in the circumstances described in this policy. Parental consent is not required to restrain a pupil.

Purpose of policy:

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practiced by staff. This ensures the well-being and safety of all pupils and staff at Baildon Glen Primary School. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Baildon Glen Primary School acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations.

Baildon Glen Primary School makes a clear distinction in relation to the following: -

- ❖ 'Seclusion' means confining a pupil alone in a place from which they are prevented from leaving, including by physical obstruction, securing the area or causing the pupil to believe they will be punished if they leave.
- ❖ 'Time out' which involves restricting a child's access to all positive reinforcements as part of the behavioural programme.
- ❖ 'Withdrawal' which involves removing the person from a situation which causes anxiety or

distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

At Baildon Glen Primary School, seclusion is not used as a behaviour management strategy.

Any separation of a pupil for safety or regulatory purposes will be continuously supervised, proportionate, for the shortest time necessary and never constitute seclusion.

Implications of the policy:

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. (Section 93 of the *Education and Inspections Act 2006* makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.)

The application of any form of Restrictive Physical Intervention places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions of Restrictive Intervention:

A restrictive intervention is any intervention that restricts a pupil's movement, liberty and/or freedom to act independently. Restrictive interventions may be physical or non-physical and include the use of reasonable force, restraint, seclusion and other measures that limit a pupil's freedom of movement.

The school will seek to minimise the use of restrictive interventions through early intervention, positive relationships, effective communication, reasonable adjustments, behaviour support planning and de-escalation strategies.

No legal definition of reasonable force within a schools context exists, however for the purpose of this policy and the implementation of it at Baildon Glen Primary School;

'Reasonable Force uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property'.

The scale and nature of any physical intervention at Baildon Glen Primary School 'must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause'. (DfES/DOH Guidance for Restrictive Physical Interventions, July 2002).

This policy does more than simply outline the use of physical intervention. It aims to provide a transparent overview of how we use physical contact to both care for and, where appropriate control our pupils. Working within philosophy of 'Every Child Matters' with a particular focus in relation to the strands of 'staying safe' and 'enjoying and achieving', our Restrictive Interventions (Use of Reasonable Force) Policy describes the acceptable physical interaction between staff and pupils on a daily basis. Based on the principles of moving from least intrusive to more restrictive holding we have divided interaction into three definable areas.

Physical Contact:

Situations in which physical interaction occurs between staff and pupils to either care for pupils who may be distressed or have severe and profound learning disabilities, or in subject areas such as physical education in order to promote inclusive learning opportunities and deliver the National Curriculum. In addition, staff will also use positive touch to comfort pupils and as part of the PSCE/social curriculum in order to teach them more appropriate ways of seeking attention.

Physical Intervention:

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder with little or no force. The important factor within these situations is that the child is physically compliant and "follows" the cue to be guided.

Restrictive Physical Intervention and Restraint/Restrictive Physical Intervention:

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents are recorded and reported to parents and will be stored in an accessible way.

As indicated the level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint. If in doubt, then staff should always record the incident using the school's standard recording form.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Underpinning values:

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;

- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that parents/carers and pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school. In turn parents/carers will have committed themselves through the 'Home School Agreement' to promote the good behaviour of their child and that efforts have been made by them to ensure that he/she understands and follows the school's Behaviour Policy.

Authorised staff:

At Baildon Glen Primary School the power to use reasonable force applies to any member of staff, and any other person to whom the Headteacher has authorised to have control or charge of pupils. This can also include people to whom the Headteacher has given temporary authorisation to have control or charge of pupils such as unpaid volunteers. The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (e.g.: a trip or visit.)

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. Where appropriate, children will have individual Restrictive Intervention Plans which will outline the strategies to be used. The Headteacher will ensure that those authorised are aware of and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

Support Services will have their own policies for Restrictive Intervention of pupils. When working within school, it is the Headteacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice. The head of school will be accountable for their actions while in the school.

Principles

Physical techniques are not used in isolation and Baildon Glen Primary School is committed to ensuring that as a result of incidents, learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition, procedures will be put in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

When restrictive interventions are used, we always take account of a young person's;

- age

- gender
- level of physical, emotional and intellectual development
- special needs
- social context

Where appropriate, Restrictive Intervention Plans are written for individual pupils and where possible, these will be designed through collaboration with parents, pupils, any involved outside agencies and school staff.

Risk Assessments and Crisis / De-escalation Plans are completed against each child when Restrictive Physical Intervention may need to be used in the context of the identified target behaviour(s), identified trigger points and the environments in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed.

Training in this area includes a comprehensive review of the agreed standard incident monitoring forms and any school-specific pupil level recording that is being used for planning and evaluating behaviour modification strategies.

Teachers or other staff whose job includes responsibility for pupils, cannot lawfully be prevented from using reasonable force. The school will ensure that appropriate staff receive training commensurate with their role and the needs of the pupils they support.

Where a pupil has SEND, autism, social emotional and mental health needs, communication difficulties or medical needs, staff will consider whether reasonable adjustments, environmental adaptations, individual risk assessments or behaviour support plans could reduce the likelihood of restrictive interventions being required.

Particular regard will be given to known triggers, communication preferences and sensory needs.

Strategies for dealing with challenging behaviour:

As endorsed in the school's Behaviour Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all the following approaches should be taken according to the circumstances of the incident.

- Following the pupil's crisis plan to try to de-escalate the behaviour at the first sign of the child's dysregulation.
- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern.)
- Further verbal strategies stating:
 - that this is a repeated request for compliance;
 - an explanation of why observed behaviour is unacceptable;
 - an explanation of what will happen if the unacceptable behaviour continues.
- A reminder that physical intervention may well be used.

- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Types of Incident:

Examples of situations that may call for judgments of this kind include:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting, causing risk of injury to themselves or others.
- A pupil is committing, or on the verge of committing, deliberate damage to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, through rough play, or by misuse of dangerous material(s) object(s).
- A pupil absconds from a class or tried to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:
 - ❖ Entail serious risks to the pupil's safety (taking account age and understanding), to the safety of other pupils or staff, or damage to property; or
 - ❖ Lead to a behaviour that prejudices good order and discipline, such as disrupting other classes.
- A pupil persistently refuses to follow an instruction to leave a classroom.
- A pupil is behaving in a way that seriously disrupts a lesson.
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

Wherever possible, assistance will be sought from another member of staff.

Restrictive Intervention at Baildon Glen Primary School is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

Unacceptable / Prohibited Practices

Staff must not use force, restraint or other restrictive interventions as a punishment.

The following would not normally be regarded as acceptable practice:

- Any use of force that causes pain purely to secure compliance.
- Any intervention that restricts a pupil's breathing.
- Any intervention involving pressure to the neck, throat, chest, abdomen or joints.
- Deliberately causing pain.
- Degrading, humiliating or punitive treatment.
- Restrictive interventions that continue once the risk of harm has reduced.
- Seclusion as a behaviour management strategy.

Any intervention must be necessary, reasonable, proportionate and for the shortest time required to reduce the risk of harm.

Recording:

Where Restrictive Physical Intervention or restraint has been used a record of the incident will be kept. Staff will complete a 'Restrictive Physical Intervention' form which needs to be uploaded to CPOMS as an electronic record of the incident which is attached to the pupil's file. (See Appendix 1). Appropriate documentation will be completed as soon as possible after the incident, normally prior to staff going home and be signed by all staff involved and the Headteacher.

All adults involved in and/or observing the incident are required to complete the Restrictive Physical Intervention form. The young person is also welcome to contribute their account in whatever way is appropriate.

For every significant incident involving the use of force, the written record will include:

- Date, time and location.
- Names of those involved.
- Approximate duration of the intervention.
- The reason the intervention was considered necessary.
- De-escalation measures attempted.
- The type of force or restraint used.
- An assessment of the level of force applied.
- Any injuries sustained by pupils or staff.
- Follow-up actions taken.
- The views of the pupil where appropriate.

Records will be uploaded and retained securely on CPOMS and reviewed by senior leaders to identify patterns, trends and opportunities for preventative planning.

The incident will be reported verbally and in writing to each parent by a member of the senior leadership team or most senior member of staff on site. In this case "parent" has the meaning given by section 576 of the Education Act 1996, and so will include people having day-to-day care of the child and the local authority where the child is the subject of a care order. Section 576 also deems the local authority as a "parent" in the case of children who are looked after under section 20 of the Children Act 1989. If it is likely that reporting an incident to a parent will result in significant harm to the pupil, then the incident should be reported to the Local Authority.

Parents will be informed verbally and in writing as soon as practicable following any significant incident involving the use of force and, wherever possible, before the end of the same school day.

The information provided to parents will include:

- The date, time and location of the incident.
- The reason force was considered necessary.
- The type of intervention used.
- The approximate duration of the intervention.
- Details of any injury sustained by the pupil or others.
- Information regarding follow-up actions taken by the school.

The school will keep a record of when and how parents were informed.

A 'Violence to Staff Report Form' will be completed if the pupil has hit, bitten, kicked or otherwise physically harmed a member of staff. Again, a copy of this will be uploaded to CPOMS along with a record of the incident and will be attached to the pupil's file. See Appendix 2.

A Health and Safety Accident/Incident Form will be completed and returned to the Authority in situations where injury has occurred to either members of staff or pupils.

Action after an incident:

Where staff have been involved in an incident involving reasonable force, they should have the opportunity for a brief period of rest and relaxation and in the case of more serious incidents, access to appropriate support.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of the pupil's Personal Learning Plan/ Crisis Plan / Personal Risk Assessment/Restrictive Intervention Plan.
- School Behaviour Policy.
- Exclusions Procedure.
- Child Protection Procedure.
- Staff or Pupil Disciplinary Procedure.

The member of staff will be kept informed of any action taken.

Following any significant restrictive intervention, staff will consider whether amendments are required to the pupil's risk assessment, behaviour support plan, SEND provision, communication strategies or environmental arrangements in order to reduce the likelihood of future incidents.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Complaints:

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Monitoring incidents:

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs. A register of false accusations made against staff will be maintained as an additional safeguard for staff working in this difficult area.

The Governing Body will receive anonymised information regarding the use of restrictive interventions at least annually. This will include consideration of frequency, patterns, protected characteristics, SEND status, outcomes and any actions taken to reduce the future use of restrictive interventions.

In addition, at Baildon Glen Primary School, we have a safeguarding governor who supports this process by undertaking audits of incidents and feeds back findings to the headteacher and Governing Body.

Date: September 2026

Approved by: Governors on 1st October 2026

Date of review: September 2027

Appendices

Appendix 1



Restrictive Physical Intervention Report (Copy for Parents)

Name: _____		Year Group: _____						
Date: _____		Time: _____						
Place: _____		Length of Restraint: _____						
Reason for intervention (to prevent a pupil from doing or continuing to do...)								
Committing a criminal offence		Damaging property						
Causing injury to themselves or others		Causing disorder among pupils at school, whether during a teaching session or otherwise.						
De-escalation techniques used (please tick):								
Verbal advice & support		Humour						
Distraction		Options						
Step away		Calm talking						
Time out offered		Time out directed						
Use of non-threatening body language								
Other (please describe) _____								
Form of Restrictive Physical Intervention (please tick)								
One person techniques		Two person techniques						
Hand technique (Bites)		Single Elbow						
Thumb technique (Hair Pulling)		Single Elbow to knees/chair						
Drop elbow		Double Elbow						
Half shield (breaking up fights)		Figure of four						
Double Elbow		Beanbag to child						
Other		Drop floor						
Other (specific) _____								
Injuries / damage caused								
Specify								
Injury suffered by child	Yes		No					
Treatment required	Yes		No					
Referred to first aider	Yes		No					
Referred to GP		Hospital						
Parent / carer informed by	Phone		Letter					
Injury suffered by staff	Yes		No					
Specify								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Damage to property</td> <td>Yes</td> <td> </td> <td>No</td> <td> </td> </tr> </table>				Damage to property	Yes		No	
Damage to property	Yes		No					

Restrictive Physical Intervention Report

(School Page)

Names of staff involved:					
Names of witnesses:					
Details of the incident (including the lead up to the incident / behaviour)					
7					
Action Taken					
Follow up talk		Phone call to parent / guardian		Parent informed	
Complete work missed		Referred to police		Exclusion	
Returned to class		Other sanction			
Child's view of incident and restraint:					
Staff signature:			Date:		
Head signature:			Date:		

VIOLENCE TO STAFF REPORT FORM

Perpetrator:			
Victim: Jo Jackson		Day:	Time.
NATURE OF ATTACK: (tick)	PERSON ASSAULTED: (tick)	ASSAILANT: (tick)	
Physical attack (moderate)	Teacher	Pupil	
Physical attack (severe)	Headteacher	Teacher	
Verbal	Deputy / assistant head	Headteacher	
Sexual	TA / Nursery Nurse	Deputy / assistant head	
Racial	Administrator	TA / Nursery Nurse	
Threat	Lunchtime supervisor	Administrator	
Weapon used? Specify	Caretaker	Lunchtime supervisor	
Other (Specify)	Other (specify)	Caretaker	
		Parent	
		Trespasser (grounds)	
		Intruder	
INCIDENT RELATER TO: (please tick)	LOCATION:	INFORMED:	
Theft	Drive / Car Park	Police	
Burglary	Classroom	Name	
Arson	Main Office	Number	
Alcohol	Staff Room	Crime Number	
Drugs	Main Hall		
Vandalism	Playground	Any previous incidents with assailant?	
Graffiti	Headteacher's office		
Property Damage	Kitchen	ABSENCE	
Team Teach Intervention	Corridor	Absence as a result?	
Special Needs	Main Entrance	Yes No	
Behavioural Problem	Other (specify)		
OTHER DETAILS AND ACTION TAKEN			
School RI Form Completed	Paramedic Contacted	Referral to Behaviour Support	
CPOMS Record	Play / Lunchtime Exclusion	Adult Ban	
Medical Treatment	Internal Exclusion (day /half day)	Parent Warning Letter	
Victim Counsellled	Fixed Term Exclusion	Meeting Arranged	
External Support to Victim	Permanent Exclusion	Staff Training	

VICTIM DETAILS		
Name: <u>Statement:</u>		
WITNESS DETAILS		
Name <u>Statement:</u>		
ADDITIONAL INFORMATION		
Signed	Headteacher Signature:	Date