



Use of Force Policy

Document Information

Document Name	Use of Force Policy
Document Author	Hannah Collier
Document Approval	LSC
Document Status	Version 1.0
Publication Date	May 2026
Review Date	May 2027
Review Schedule	Annual
Distribution	School Website

Version Control

Version	Issue Date	Amended by	Comments
1.0	May 2026		

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Key Principles

At Ruishton C of E Primary School, we believe fostering positive relationships should be at the heart of everything we do. We believe that strong connections between staff, learners, and parent carers are essential for emotional well-being, academic success, and a thriving school community. This policy should be read in conjunction with the school's Relational Behaviour Policy, which is strongly focussed on fostering relationships and a positive school culture. It is our aim to combine approaches which are trauma-informed, relational and designed to support the needs of all staff and pupils, whilst equally recognising the psychological need for purpose, recognition and consequence.

We recognise our legal and moral duty to promote the wellbeing of children and protect them from harm. We believe that every child, regardless of age, always has a right to feel safe. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge.

We recognise that on rare occasions use of force could be required by staff. Our policy is written in line with the DfE's guidance on Use of Reasonable Force in Schools and is based on these key principles:

- Use of force must only be used as a last resort when all other strategies have failed
- Staff will be trained to use strategies to deescalate incidents and reduce the need for use of force and will act in line with this policy and the school's behaviour policy
- Use of force must only be used in ways that maintains the safety and dignity of those involved
- Consideration must be given to the age and SEND (including disabilities) of all pupils
- Physical contact should only be the minimum required and for the shortest amount of time as reasonably possible
- All types of incident must be recorded and reported to the Headteacher and Designated Safeguarding Lead
- All incidents will be reviewed by the Senior Leadership Team and Designated Safeguarding Team
- Parents/carers will be informed of any incidents involving their child.
- Staff will be aware that they have a duty of care to all pupils during the school day and therefore will take reasonable action to ensure the safety of all. If staff feel their own safety is threatened they will not be seen to be failing in their duty of care by not using reasonable force to prevent harm or injury.

Legal Framework

Under the Education and Inspections Act 2006 (Section 93), staff are permitted to use reasonable force to control or restrain pupils. Such interventions are exceptional within Ruishton Primary School and may only be used when necessary to prevent immediate or imminent harm, serious property damage, serious disorder or a criminal offence.

Ruishton Primary School staff understand their legal duty and that a restrictive intervention is any action that limits a pupil's movement, liberty or independence. This includes the use of reasonable force, physical restraint, seclusion/withdrawal or environmental restriction. They must never be used as punishment. We understand that all actions must be a last resort, reasonable, proportionate and least restrictive.

The school uses the Crisis Prevention Institute Safety Intervention programme to ensure staff are trained to effectively support pupils in moments of crisis. CPI's Safety Intervention training defines restraint as 'the use or threat of force to help do an act which the person resists, or the restriction of the

person's liberty of movement, whether or not they resist'. This definition is also consistent with Mental Capacity Act 2005 definition of restraint.

Types of Restrictive Intervention

Safety Intervention

The Safety Intervention model consists of the following interventions of physical holding and disengagement/emergency responses:

- Safety Intervention Holds form a hierarchy of restriction (low, medium and high). This hierarchy ranges from the least restrictive intervention that allows staff intervening to prompt and guide the learner; to an intermediate restriction that allows movement whilst being held; to the most restrictive intervention whereby all movements are limited.
- Safety Intervention Disengagements/Emergency Responses: use of a physical intervention to gain a release from a holding situation whilst minimising pain or injury in situations in which the behaviour has been assessed as a low, medium, high.

The principles of Safety Intervention will include:

- Low, medium and high-level restriction in a seated position
- Low, medium and high-level restriction in a standing position and transitions
- Third person holding in a seated and standing position

No physical interventions should be intended to cause pain or harm and the risk of causing accidental harm should always be minimised.

Seclusion

There may be occasions where a situation presents such a high level of risk that no direct intervention is considered safe or appropriate. In such circumstances it will be necessary to call in outside agencies such as the police. This is particularly important in situations where a learner has some form of weapon that increases the risk of harm being inflicted.

In these circumstances, staff will consider seclusion of a pupil as a direct intervention and safety measure to protect others from significant harm. A pupil will never be secluded as a disciplinary measure, nor will it be implemented as a threat of punishment. It will only be used as a last resort where there is significant risk of harm and all other strategies have failed. All other strategies outlined in the CPI principles used by staff must be used as preventative strategies to reduce the need for seclusion.

The following will be considered:

- 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, where it is reasonably safe to do so.
- As soon as the immediate risk of harm has reduced or where outside agency has arrived to support the situation, the pupil should be allowed to leave.
- An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on Reporting and Recording.

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom, which is defined clearly in the school's Behaviour Policy.

Searching and Confiscation

The school's approach to searching and confiscation follows the DfE's guidance on Searching, Screening and Confiscation.

In the unlikely event that use of reasonable force will be required to search or confiscate items from pupils, the Headteacher will hold control on who is authorised to search a pupil or their possessions.

The statutory power to search a pupil is defined as:

- Having reasonable grounds to suspect a pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. These are defined as:
 - o knives and weapons;
 - o alcohol;
 - o illegal drugs;
 - o stolen items;
 - o any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
 - o tobacco and cigarette papers;
 - o fireworks; and
 - o pornographic images.

As part of a search, an authorised staff member carrying out the search can confiscate any item they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (items as listed above)
- is evidence in relation to an offence.

Prevention and De-escalation

Staff must always use preventative and de-escalation approaches in line with CPI principles before considering any restrictive intervention. Physical intervention and any form of restraint is always a last resort and staff in the school will follow all the key principles outlined in our Behaviour Policy.

CPI training promotes de-escalation, including the Supportive and Directive approaches, environmental adjustments, regulation strategies, and help from additional adults. CPI's *Crisis Development Model* reminds staff that adult behaviour directly influences pupil behaviour. Our responses follow this four-stage model:

The CPI Crisis Development ModelSM



Use of Restrictive Intervention

At times a restrictive intervention might need to be used. A restrictive intervention may be used only when there is immediate or imminent risk of harm and no safer option is likely to be effective. Staff must continuously reassess risk and reduce the level of restriction as soon as reasonably safe, with all intervention used for the shortest amount of time possible.

Staff need to use their professional judgement about how best to respond to a situation and each circumstance can only be viewed on a case-by-case basis. The Headteacher and SLT will use effective analysis to ensure any of the situations described above are explored and steps taken to prevent those from happening again.

A measure of physical intervention/restraint may only be justified in the following 3 circumstances:

- Risk of injury to self
- Risk of injury to others
- Serious Damage to Property of any person (including the learner)

When exercising their powers for any type of restriction, staff will give consideration to a pupil's:

- Age
- Cognitive functioning
- Culture
- Gender identity
- Previous life experiences

This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and the need to make reasonable adjustments where required where if a pupil has a disability. This is informed by the guidance set out by the Crisis Prevention Institute and by the latest DfE publications.

Post-Incident Support

Post-incident support is critical for the facilitation of reflection, learning and wellbeing for both the pupil and staff.

Following an incident, staff will ensure pupils are given the time and support needed to regulate, defined as 'tension reduction' within the CPI model. The supported approach post-crisis is defined as 'therapeutic rapport'. This conversation model frames part of the overall debriefing process to understand:

- What happened?
- When and where did it happen?
- Why did it happen?
- Who else has been affected?
- Has this happened before?

These conversations are also designed to offer opportunity for repair and restoration of relationships for all involved. By engaging this process, the school aims to foster a culture of continuous improvement and ensure appropriate levels of support are facilitated. Both pupil and staff wellbeing are considered throughout.

Post-incident, a debrief is conducted to include operational review and emotional support for staff and pupils.

This includes a review of any relevant Behaviour Plans to be updated as needed and a plan to reduce the likelihood of future incidents. Pupil behaviour and wellbeing is monitored, and additional support is provided where necessary. Additionally, staff wellbeing is monitored, and additional support is given where necessary such as follow-up conversations, counselling or other resources.

Unacceptable Uses of Force

School staff will never use force on a pupil for the purpose of punishment. Pupils will never be deliberately 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 will release their holds or re-position into a safer alternative or standing position as quickly as possible. Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible.

Training and Competence

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

Staff who are likely to need to use reasonable force and/or other restrictive interventions have been trained using the CPI Safety Intervention programme and all staff are trained using CPI Verbal Intervention. Both training programmes focus on preventative strategies.

Staff trained in Safety Intervention are taught using CPI's *Decision-Making Matrix* to understand the key principles in decision making in the moment. This is a guidance that understands the likelihood and severity of behaviour to guide approaches.

Decision-Making MatrixSM

Severity of Harm	Catastrophic Death will occur, or the level of injury will lead to permanent or irreversible ill-health	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
	Major Psychological or physical injury will require treatment leading to long term incapacity or disability	MEDIUM	HIGH	HIGH	EXTREME	EXTREME
	Moderate Psychological or physical injury will require treatment and/or lead to medium term incapacity and ill-health	LOW	MEDIUM	HIGH	HIGH	EXTREME
	Minor Psychological or physical injury will be non-permanent and/or cause no lasting ill-health	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	Negligible Psychological or physical injury will be minimal	LOW	LOW	LOW	MEDIUM	MEDIUM
		Rare Will probably never happen	Unlikely Is not expected to happen, but it could	Possible Might happen	Likely Will probably happen	Certain Will undoubtedly happen
Likelihood of Behaviour						

Staff must consider any intervention as:

A last resort:

- Acting out of necessity
- Harm is imminent or immediate
- There is no alternative

Reasonable:

- The individual's potential to cause harm
- The individual's intent to cause harm

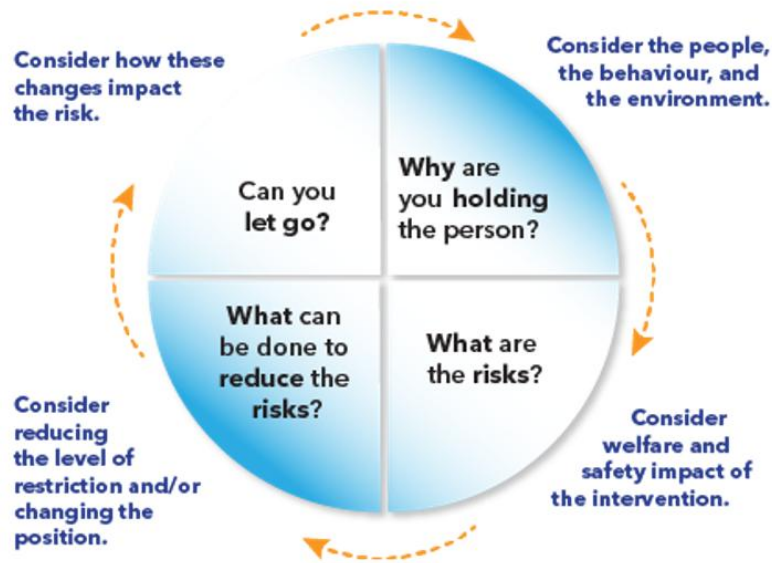
Proportionate:

- Not acting by way of punishment or revenge
- Equal to or less than the harm that may arise from the person's behaviour

Least restrictive:

- Maintain human rights
- No less restrictive alternative available
- Minimum amount of time

At all times, staff must consider the CPI *Opt Out Sequence*:



Recording and Reporting

Staff have a legal duty to report any matter in which safety is compromised. Staff will use CPOMS to report and record incidents. Every significant incident involving restrictive intervention must be recorded and parents informed as soon as practicable. All incidents are recorded on CPOMS and staff are also required to submit a Use of Force – Incident Report form to the Headteacher (Appendix 1) and/or a Violent Incident Form (Appendix 2).

Records include antecedents, de-escalation attempts, type of intervention, duration, staff present and post-incident actions.

Reporting of incidents enables incidents to be reviewed so that in the future preventative measures can be put into place to avoid the continuation or escalation of behaviours. It also addresses the need of pupils to develop more appropriate behaviours in response to difficulty.

There may be a need at a later stage to demonstrate that decisions about the intervention used were appropriate, given the circumstances.

Accident and Injury Associated with Restrictive Intervention

Any learner who has been subject to a restrictive physical intervention must be routinely assessed for signs of injury, physical harm, or emotional distress. Assessments must consider the learner's individual ability to recognise, process, and communicate pain, injury, or distress. Where a medical examination is required, this must only be carried out by appropriately trained and competent staff.

A Body Map Record (on CPOMS) must be used to record any bruising or marking caused because of physical intervention, including the context in which the bruising occurred. Any injuries reported by the learner must also be recorded, whether there are visible marks or not.

Complaints

If any complaints are raised regarding reasonable for or restrictive interventions the matter will be investigated using our complaints process. The school will initiate the investigation as soon as possible and report any findings back through the appropriate channels.

Governance and Oversight

SLT monitors any restrictive interventions and reports. Compliance with DfE guidance is reviewed regularly and informs updates to practice and training.

All staff trained will complete refresher training every two years.

School Local School Committees will support schools in reviewing incident reports for patterns and to improve practice.

Related Policies

This policy should be read in conjunction with:

- Anti-bullying Policy
- Behaviour Policy
- SEND Policy
- Equity and Diversity Policy
- TOPT Safeguarding and Child Protection Policy

Review Mechanisms

This policy will be reviewed every year by SLT in consultation with the Local School Committee.

Guidance

This policy and our approach to promoting positive behaviour has considered several pieces of guidance, research and research reviews, including but not limited to:

- The Equality Act 2010
- The Human Rights Act 1998
- The UN Convention on the Rights of the Child
- DfE Behaviour and Discipline in School
- DfE Use of Reasonable Force and other Restrictive Interventions
- DfE Searching, Screening and Confiscation
- SEND Code of Practice
- Keeping Children Safe in Education
- Education and Inspections Act 2006

Appendices

Appendix 1



Use of Force – Incident Report Form

This form is based on colleagues having received Safety Intervention training with the Crisis Prevention Institute.

N.B. Please read 'Colleague Guidance: Reporting the Use of Force' which gives clear guidance about the information that must be included in the CPOMS log following an incident involving the use of force. This form must then be completed and returned to a member of your setting's Senior Leadership Team.

Name of Person Restrained:			
Date of Birth		Age	
Additional Needs	Yes / No	EHCP	Yes / No / On Pathway
Any known diagnosed Disorder/ Disability		Trauma History	Yes / No / Unknown
Ethnicity		EAL	Yes / No

Details of Incident						
Date (inc Day)			Time			
The use of force must only be used when it is Reasonable in the circumstance, meaning: i. You believed that it was absolutely necessary & ii. Proportionate to the seriousness of the situation	<i>Please refer to Annex A to indicate which restraint or disengagement techniques were used.</i>					
	1 <input type="checkbox"/>	6 <input type="checkbox"/>	11 <input type="checkbox"/>	16 <input type="checkbox"/>	21 <input type="checkbox"/>	26 <input type="checkbox"/>
	2 <input type="checkbox"/>	7 <input type="checkbox"/>	12 <input type="checkbox"/>	17 <input type="checkbox"/>	22 <input type="checkbox"/>	
	3 <input type="checkbox"/>	8 <input type="checkbox"/>	13 <input type="checkbox"/>	18 <input type="checkbox"/>	23 <input type="checkbox"/>	
	4 <input type="checkbox"/>	9 <input type="checkbox"/>	14 <input type="checkbox"/>	19 <input type="checkbox"/>	24 <input type="checkbox"/>	
	5 <input type="checkbox"/>	10 <input type="checkbox"/>	15 <input type="checkbox"/>	20 <input type="checkbox"/>	25 <input type="checkbox"/>	
Staff involved in / witness to the restraint <i>Please sign to confirm your role in this incident and to declare your belief that the restraint used was necessary and proportionate to the seriousness of the situation.</i>						
Name(s)/ Role(s): H = Hold S = Supervising W = Witness	Name	Role	Signed			

Duration of restriction:	
Location of restriction:	

<i>SLT informed (Name/ Date/ Time)</i>	
<i>Who consulted the child/ young person and when?</i>	
<i>Incident logged on CPOMS by all parties named above? Y/N</i>	
Signed:	
Date/Time:	
Pupil Statement: (To be sought by a nominated colleague and where felt appropriate)	

Name				
Signed				
Date				
Parent informed (Please date)				
<input type="checkbox"/> Face to face	<input type="checkbox"/> Telephone	<input type="checkbox"/> Email	<input type="checkbox"/> Letter	<input type="checkbox"/> Text/ Messaging system
Action Points for Risk Assessment (To be completed by SLT)				
<i>Was the practice in keeping with existing risk assessment and behaviour support plan?</i>				
<i>What can we learn regarding the child/ young person's behaviour from this specific incident?</i>				
<i>What actions are to be taken to avoid a repeat of this behaviour?</i>				
<i>Incident Review Meeting Date:</i>				
Signed: <i>(SLT member)</i>			Date:	

Appendix 2



Ruishton C of E Primary School: Violent Incident Report Form

Personal details of the person reporting the incident	Full Name: Job Title: Address where incident occurred: RUISHTON C OF E PRIMARY SCHOOL NEWLANDS ROAD TAUNTON
Personal details of the injured person	Title: Name: Home Address: Daytime telephone: Age (please circle): 0-10 11-16 17-25 26-45 46-60 60+ Employee: Customer: Other: Y/N: Details:
Date/Time of Incident:	Date: Time:
Location of incident (including a sketch if possible) and any other relevant information	
Type of incident	Please circle: Verbal abuse/threat Physical attack Theft Anti-social behaviour Near Miss

Please indicate the nature of the injury you are reporting	Please circle: Cut Burn Bruise Strain Scald Red marks Other (specify):
Please state in detail what happened. Give an account of the incident, including any relevant events leading to the incident and individuals involved including full description of aggressor/assailant(s)	
Who assisted the injured person?	Name:
What action has been taken?	Please circle Injury related Security First Aid Ambulance Police called Other (specify):
Was the injured person taken to hospital and off work for more than 7 days?	N/A
Were there any witnesses at the time of the incident?	Name:
What action has been taken to ensure that this type of incident does not reoccur, e.g. have risk assessments been reviewed? Record actions.	
For management/HR use only:	
RIDDOR Reportable	Y/N
Followed up by Management/HR	Date:

Taken from example from Health and Safety Executive (HSE) Nov. 2018