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Sowing seeds of knowledge and faith, with nurture and love
We thrive, we grow.

Wistow Parochial C of E Primary School

Headteacher: Carla Cox

The Use of Force to Control or Restrain Pupils Policy

Document Status		
Date of Next Review	July 2027	Responsibility – Full Governing Body
Date of Policy Creation	March 2016	Responsible Governor
Date of Ratification at FGB Meeting	July 2026	Allen Blake
Policy Publication/Communication ☐ On the school website ☐ Shared staff network drive ☐ Updates to staff in staff meetings		<i>Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.</i>

This policy is in line with the new guidance from the Department of Education ‘Restrictive interventions, including the use of reasonable force in schools’, April 2026. Wistow Parochial Primary School will only use reasonable force, which is necessary and proportionate to a situation and circumstances. Staff have a duty of care when children are under their supervision and actions taken to safeguard, protect or manage behavior must be:

- Reasonable
- Proportionate
- In line with school training and policy and guidance.

Staff will only make the decision to use reasonable force when de-escalation strategies have not been successful and a child is endangering themselves or others. Staff are expected to continue to use their training and school’s support mechanisms to defuse difficult situations prior to any physical contact. All staff in school explicitly teach and model positive behaviours at all times.

At Wistow School, all staff understand that all behavior is meaningful. It is a form of communication that always has a cause and a purpose. Challenging behavior often signals an unmet need or emotional distress and staff will work hard to understand root causes in order to best support a child.

Through targeted, high quality training, teaching and admin staff are trained by React, to support their knowledge and understanding of children’s behaviours and also how, if needed to support a child, when agreed with physical support during crisis.

1. It is the policy of the school that only exceptionally, physical restraint may be used on a pupil by any trained adult working with the school.

2. It is accepted that there are situations where it is necessary to physically assist a pupil in the course of work. (e.g. a PE teacher assisting a pupil to do a difficult manoeuvre or helping somebody who is injured; a music teacher showing a child how to place fingers on an instrument). Any actions should be done in a way which avoids giving rise to misunderstandings.
3. **This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. It does not include any form of corporal punishment and should be limited to the force absolutely necessary to prevent injury or harm to the pupil or any other pupil or member of staff, to prevent a pupil causing damage to property or behaving in a manner which is severely disruptive of pupils' work, or to prevent a pupil posing a danger to self or others, and committing a crime.**
4. Where a pupil is recognised as likely to behave in ways which may require physical restraint, then an individual plan will be prepared on action to be taken when necessary. Support will be requested via walkie talkie or sending a help card.
5. The member of staff who has recognised the child who is dysregulated will stay calm, predictable and supportive to the child. They will endeavor to connect with the child and reinforce that the child is safe. Staff will not overreact and body language will remain calm and supportive. Staff will know if and when to approach, respecting space and carefully considering the situation and environment.
6. If a class is being disrupted or others are in danger, the adult will make the decision to move the children safely and quickly out of the environment to support calm and help de-escalate the situation.
7. Adults must not put themselves into physical danger in any circumstances. If self-defence is necessary then the minimum force must be used. It is for the Head to decide if the police should be called.
8. Any force used must be appropriate in the sense that a "reasonable adult" would think it a proportionate or suitable response in the circumstances. It should always be the last resort and in no circumstances should it be used in anger or to inflict pain.
9. **There may be occasions when the responsible adult is frustrated/hurt. At those times, they must remove themselves and seek help, as long as it is safe to do so. Any force must always be the minimum required to address the situation.**
10. Staff must not hold pupils in such a way that they may be injured or prevented from breathing. All staff must use the holding techniques learnt via the React training only.
11. **If physical force is used on a pupil the Head or Deputy must be informed at once. Staff dealing with the situation will complete the report from the appendix below and they will only do this when they themselves have had time to process and returned to their baseline. The name of the pupil will then be recorded along with the time, circumstances, witnesses, details of any injury sustained and the pupil's response. This report will then be given to the Head Teacher.**
12. After handling a child in a dysregulated situation, this can also have an impact on the members of staff who have dealt with this. Therefore, wellbeing of the staff, as well as the child is taken into consideration and should time be needed to regulate themselves the school team will support this.
13. The Headteacher will then ensure restraint was necessary, methods and techniques were done safely and in line with training and that parents/carers are informed as soon as physically possible. The incident report will be uploaded on CPOMS on the child's record.

14. Whenever possible the parents will be notified before the pupil arrives home and they will be given the opportunity to discuss the incident.
15. After any incident, and physical intervention, once everyone has returned to their baseline, there should be an opportunity to rebuild relationships between the staff and child involved with restorative conversations or activities, to support wellbeing and also future relationships and interactions.
16. After an initial and new incident, the SLT with the class teacher of the child will put a plan in place should something like this happen again. This will be classed as a planned intervention and parents would be made aware that this has been made.
17. The Head may judge it appropriate to inform a professional representative of such an event.
18. The following forms of manual handling have been learnt and practiced by staff in school and are the only ones that should be used in a situation where reasonable force is needed to support the child and their safety:

ALL ACTIONS WILL BE NECESSARY – PROPORTIONATE and use REASONABLE FORCE

- Prompt – assisting a person with a suggestion – hand on back (single and two person hold)
- Escort – accompany whilst guiding – hand on back and arm (single and two person hold)
- Hold – hold to contain (single and two person hold)
- Double hand restraint (single and two person hold)
- Secure Cup Restraint (single and two person hold)
- Figure Four Restraint (two person hold)
- Straight Arm Restraint (two person hold)
- Kneeling Position (two person hold)
- Bean Bag Restraint hold (two person hold)
- Seated Low-level (two person hold)
- Dealing with Kicking from sitting (two person hold)

Staff at all times will follow school procedure and policy. Staff will remain calm and communicate to their staff partner. Staff will disengage together and regain control from sitting to standing position.

19. In the event of a complaint the normal complaints procedures should be followed. Specific guidelines on the abuse of children may also come into play. Contact may be made with the social services.
20. Training for all staff on RPI (Restrictive Physical Intervention) will take place every 2-3 years or earlier should it be deemed necessary. REACT Positive Handling Training was completed by staff in May 2026
21. Staff have all completed training in Emotion Coaching, which supports Restorative Practice in school. If needed further training will be sought for staff as and when needed.



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SIGNIFICANT INCIDENT REPORT FORM

This template is designed to support schools in England to meet the Department for Education guidance *Restrictive interventions, including use of reasonable force, in schools* (effective April 2026). It should be used to record **all significant incidents** involving restrictive interventions, including reasonable force, restraint and seclusion

Section 1: Basic Incident Details

School Name:			
Date of Incident			
Time Incident Started		Time Incident Ended	
Total Duration			
Location(s) of Incident			
CCTV available	Yes/ No		

Section 2: Pupil Details

Pupil's Name:			
Pupil's UPN:			
Date of Birth		Age	
Ethnicity		First Language	
SEND Status	☐ EHCP ☐ SEN Support ☐ No identified SEND		
Relevant support plans in place:	☐ EHCP ☐ Behaviour Support Plan ☐ Risk Assessment ☐ Other (specify)		
Diagnosed (or suspected) Disorder/ Disability		Known Trauma History	Yes / No

Section 3: Staff Involved

Your Name:	
Name of staff member leading the intervention:	
Other persons present	

Section 4: Type of Force Used

Type of Force (Tick all that apply)		
Restraint	Seclusion	Other

Section 5: Report of Incident

Adult statement – what occurred in your own words

Your statement **must** set out what happened; give details of **your** part in the significant incident, **your** 'Honestly Held Belief', what use of restrictive intervention that **you** have used and how the incident was finally resolved. It should give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident. The written report **must** be completed as soon as practicable after the event. Staff **should** endeavour to do this no later than the same day.

The use of force must only be used when it is reasonable in the circumstance, meaning:

- You believed that it was **absolutely necessary** &
- Proportionate** to the seriousness of the situation

If physical restraint was used, please tick your primary role:

- ☐ Right arm
☐ Left arm
☐ Supervising

Antecedents and Context

What were you doing just before the significant incident took place?

What was the pupil doing just before the significant incident took place?

What signs of dysregulation were being communicated by the pupil?

Explain what you think may have triggered this behaviour?

How did you try to de-escalate the situation?

What was the pupil's response?

Dynamic Risk Assessment & Rationale

Why did you believe it was necessary to use restrictive intervention on the child/ young person?

☐ To prevent or stop harm to himself

☐ To prevent or stop harm to others

☐ To prevent or stop a crime

☐ To prevent or stop damage to property

☐ To prevent or stop causing disorder at the school

☐ Other – Please specify

Describe exactly what happened (i.e. what use of force were used and by whom, why it was absolutely necessary, strictly proportionate and what your 'Honestly Held Belief' was, other steps taken to gain assistance)

Did any other factors impact on your choice of intervention? (Welfare/Medical conditions / SEND considerations)

Ending the Intervention

What indicated that the risk had reduced and the intervention could end?

How was the pupil helped back to calm state of regulation?

Injury or Distress

Did the pupil sustain an injury or report pain or distress? If so, what did you do?

Did any staff member sustain an injury or report pain or distress? If so, what did you do?

<i>SLT/ Manager informed (Name/ Date/ Time)</i>	
Staff Member's Name:	
Staff member's signature:	
Date/Time:	

Section 6: Pupil Voice (*where appropriate*)

Who consulted the child/ young person?	
Date/time of consultation:	
Pupil's Statement:	
Pupil's Name:	
Pupil's Signature:	
Date/Time:	

Section 7: Parent / Carer Communication

Details of Parent/Carer Notification (Date, Time, Person Informing)				
☐ Face to face	☐ Telephone	☐ Email	☐ Letter	☐ Text/ Messaging system
<i>Parent/ Carer Invited to Follow Up Discussion on:</i>				
<i>Parent/ Carer Meeting Attended by:</i>				
<i>Points from the meeting:</i>				

Section 8: Post-Incident Review and Follow-Up for Risk Assessment

Staff De-brief completed	Yes / No
Date/ Time	
Staff Present	
<i>Was the practice in keeping with an existing risk assessment and behaviour support plan?</i>	
<i>What can we learn regarding the pupil's behaviour from this specific incident?</i>	
<i>Has an ABC form been completed?</i>	

<i>What actions are to be taken to avoid a repeat of this behaviour? (e.g. changes to support plan, environmental adjustments, further assessment.)</i>
<i>What might be done differently in the future?</i>
Referral or escalation required: ☐ SENCo ☐ DSL ☐ SLT ☐ External agency

Section 9: SLT Oversight

Reviewed by (Name and Role)	Yes / No
Date of Review	
Any Safeguarding concerns Identified <i>(If yes, include actions taken)</i>	Yes/ No
Signature	

Section 10: SLT Signature sign off

Name	
Signature	
Date of Sign off	

Data protection note: This record will be stored securely on CPOMS and handled in line with GDPR and the school's safeguarding and record-keeping procedures.