



Reviewed September 2025

Scampton Church of England Primary School

POLICY REGARDING THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

Rationale

Section 93 of the Education Act and Inspections 2006 clarifies the powers of teachers and other authorised staff to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption. These guidelines are for all teaching and non-teaching staff so that they may have an agreed understanding of the law and their entitlement. They should be read in conjunction with the following school policies/statements for safeguarding children:

Anti-Bullying

Anti-Racism

Health and Safety

Safeguarding

Section 93 of the Education Act and Inspections 2006 does not in any way authorise the use of corporal punishment.

THE USE OF CORPORAL PUNISHMENT IS NOT AUTHORISED.

Aims & Objectives

The aim of our school policy is to outline to staff the circumstances in which physical intervention might be appropriate and the factors that teachers and other members of staff should bear in mind when deciding whether to intervene.

The Legal Framework

Section 93 of the Education Act makes it clear that teachers may use such force as is reasonable in all the circumstances in order to prevent a pupil from doing - or continuing to do - any of the following;

- committing a criminal offence (or for children under the age of criminal responsibility behaving in a way that would be an offence if they were older)
- injuring themselves or others



Reviewed September 2025

- causing damage to property (including their own)
- engaging in behaviour prejudicial to maintaining good order and discipline at the school.

Section 93 applies at any time where a teacher is on the school premises or has lawful charge of the pupil elsewhere (e.g. on a field trip or other authorised out of school activity).

Section 93 also applies to non teaching staff, who have been authorised by the Headteacher to have control of pupils (e.g. classroom assistants, midday supervisors, caretakers etc).

It also applies to any other person 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 (for example parents accompanying pupils on school-organised visits);

There is no legal definition of 'reasonable force' - it always depends on the circumstances of the case. There are three relevant considerations that must be taken into account:

- The use of force can be regarded as "reasonable" only if all the particular circumstances warrant it - otherwise it is unlawful; therefore, physical force must not be used to prevent a trivial misdemeanour or in a situation that could be clearly resolved without it.
- The degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent); it should always be the minimum needed to achieve the desired result.
- Whether it is reasonable to use force and in what degree, also depends on the age, understanding and sex of the pupil and whether they have Special Educational Needs or disabilities.

Types of Incidents

There are a variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

1. where action is necessary in self defence or because there is imminent risk of injury
2. where there is developing risk of injury, or damage to property
3. where a pupil is behaving in a way that is compromising good order and discipline.



Reviewed September 2025

Examples of situations that fall within the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting
- a pupil is engaged in, or is on the verge of, committing deliberate damage or vandalism to property
- a pupil is causing or at risk of causing injury or damage, by rough play or by misuse of dangerous materials or objects;
- a pupil is running anywhere on school premises in a way in which they are likely to injure him/herself or others;
- a pupil absconds from a class or tries to leave school; this applies if it is felt that the child will be at risk if not kept in the classroom.

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson or any other supervised activity during the day e.g. at playtime or in PE.

The school is aware that sometimes a particular pupil is likely to behave in a way that may require physical control or restraint. The Headteacher will make all staff aware of any children who may be likely to behave in a way that requires physical control or restraint. When a child is identified as likely to behave in such a way, staff and parents will be involved in drawing up a plan to give guidance as to how to respond if a situation arises.

The plan should include the following:

- managing the pupil, (e.g. reactive strategies to de-scale a conflict, holds to be used)
- briefing staff to ensure they know exactly what action they should be taking
- ensuring that additional support can be summoned if appropriate;
- the school may need to take specific advice about the safest way to hold a pupil with specific health needs.

Practical Considerations

Before intervening physically a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if s/he does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured



Reviewed September 2025

approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish a pupil. Emphasis of the intervention should be to de-escalate rather than to escalate a problem.

Application of Force

Permitted physical intervention may include:

- physically interposing between pupils
- blocking a pupils path
- holding
- pushing
- pulling
- leading a pupil by hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': e.g. to prevent a pupil running off a pavement on to a busy road, or to prevent a pupil hitting someone, or throwing something.

Non-permitted physical intervention includes:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupils ability to breathe
- slapping, pinching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping a pupil
- holding or pulling pupil by hair or ear
- holding a pupil face down on the ground
- touching or holding a pupil in a way that might be considered indecent.

Where the risk is not so urgent the teacher should consider carefully whether, and if so when, physical intervention is right. Staff should always try to deal with a situation through other strategies and techniques for dealing with difficult pupils and situations. These strategies and techniques should be used to defuse and calm a situation. Where possible, staff have received 'Team Teach' Training. It is expected that the strategies learnt for de-escalation, team approach and restraint should be used whenever possible.



Reviewed September 2025

Consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order, any action that could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

The age and level of understanding of the pupil is very relevant in those circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older pupils. It should never be used as a substitute for good behavioural management.

Recording Incidents

Following an incident in which force has been used (excluding minor trivial incidents) the member of staff concerned should tell the head or senior member of staff.

The member of staff concerned should as soon as possible following the incident provide a written report that includes the following:

- the name of the pupil(s) involved and when and where the incident took place
- the names of any other staff or pupils who witnessed the incident
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff)
- how the incident began and progressed including details of the pupils behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long
- the pupils response, and the outcome of the incident
- details of any injury suffered by the pupil, another pupil or a member of staff and of any damage to property

(See attached form)

Staff may find it helpful to seek advice from their professional association when compiling the report. A copy of the report should be kept.

The school will inform parents orally or in writing of an incident when force has been used on a child. (this does not include trivial incidents). The Headteacher, or teacher with designated responsibility, decides whether this should be done orally or in writing and straight away or at the end of the school day.

Physical Contact with Pupils in Other Circumstances.



Reviewed September 2025

Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching or Design & Technology, or if a member of staff has to give First Aid. Young children or children with Special Needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their professional judgement when they feel a pupil needs this kind of support.

There may be some children for whom touching is particularly unwelcome, e.g. because of cultural background or because of previous abuse. Where appropriate staff will receive information on these children.

Guidance on Physical Contact

- When a child is upset and is clinging to a parent, it may be necessary to take a child from the adult and pick them up, carrying them to the relevant area.
- If a child needs changing, or is injured, leave the door open.
- When consoling a child with cuddles ensure the door is open.
- Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

The Possibility of a Complaint

This policy should help to avoid complaints. However, it will not avoid them all - and so the use of force might lead to an investigation either under disciplinary procedures or child protection procedures. In such circumstances any disciplinary panel would take into account adherence to the schools' restraint policy and any training received by staff involved.

Staff should be aware that this guidance does not allow restraint to be used as a disciplinary action or punishment. Each and every incident where restraint is used will have to be examined on its merits. Staff and other authorised people should be extremely cautious about using restraint and must be aware of the school policy on discipline. Everyone has the right to defend themselves against attack provided that they do not use a disproportionate degree of force to do so.

Staff Training



Reviewed September 2025

All new staff will be provided with this policy in the staff induction pack and before undertaking their duties. Existing staff should revisit policy every two years (through INSET/Staff meetings).

Staff authorised to use reasonable force to restrain a pupil at Scampton C of E Primary School within the guidance of this policy are:

- Head Teacher
- All members of the teaching staff
- School Administrator
- TAs and lunchtime supervisors
- Learning support staff

A volunteer helping in school would not be expected to work with a child who may need restraining.

Suitable training will be arranged as and when necessary.

Monitoring and Review

The Headteacher and Governors are responsible for monitoring the application of this policy.

This policy was compiled by C Hebborn (Headteacher) in February 2014 in consultation with the teaching staff, with reference Section 93 of the Education Act.

This policy will be reviewed on a regular basis in line with school priorities.



Reviewed September 2025

Scampton Church of England Primary School

INCIDENT OF RESTRAINING A PUPIL UNDER SECTION 93 OF THE EDUCATION ACT

Name of Pupil:

Member of Staff:

Date of Incident:

Time:

Location of Incident:

Adult Witnesses:

Pupil Witnesses:

Reason for Use of Force:



Reviewed September 2025

Details of incident:

(Please include what was happening immediate prior to the incident/ trigger/ behaviour/what was said/steps taken/ degree and duration of force used.)

Pupils response:

Outcomes:

Details of injury suffered by pupil, other pupils, member of staff/ property:

Signature of Member of Staff:

Date:

Signature of Headteacher:

Date: