



**Twyford**  
**C of E**  
Academies Trust

<b>Document Title</b>	<b>Restraint Policy</b>
<b>Committee Responsible for Policy</b>	<b>Board of Directors (in consultation with Student Committees)</b>
<b>Review Frequency</b>	<b>Every 3 years</b>
<b>Last Reviewed</b>	<b>May 2025</b>
<b>Next Review Due</b>	<b>May 2028</b>
<b>Policy Author</b>	<b>Associate Head Teacher (WP)</b>

NB this policy has been formulated with reference to the following document:

**‘Use of Reasonable Force’** Advice for Headteachers, staff and governing bodies July 2013,  
Department for Education  
[DfE advice template](#)

The advice is non-statutory and intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of Headteachers and Governing Bodies in respect of this power.

Currently the DfE is consulting on updated Guidance: ‘Use of reasonable force and other restrictive interventions guidance’ (Launch date 4 February 2025; Respond by 29 April 2025) and the Restraint Policy will therefore be updated again in 2025 once this new guidance is confirmed.

[Consultation on the use of reasonable force and other restrictive interventions guidance](#)

## 1 Assessment of the Impact of a Policy on Equality & Diversity

<b>Policy:</b> Restraint Policy	
<b>Impact assessed by:</b> R Lane	<b>Date:</b> 1/5/2019
<b>1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?</b>	
<b>2. How would this be evidenced?</b>	
<b>3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else?</b> NO	
<b>4. If the answer to 3 is 'Yes', please provide details and evidence.</b>	
<b>5. How might the new policy change this?</b>	
<b>6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else?</b> NO	
<b>7. If the answer to 6 is 'Yes', please provide details and evidence.</b>	
<b>8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test?</b> PASS	

# Restraint Policy

## 2 Aims and Policy

### 2.1 Overall Aim

- To protect every person in each school community from harm
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and how to deal effectively with violent or potentially violent situations
- To give full support to staff who have been assaulted or have suffered verbal abuse, or threatening behaviour, from pupils or others

### 2.2 Policy Statement

The Education Act 1996 forbids corporal punishment [force used as a disciplinary penalty], but allows all school staff to use **reasonable force as a protective measure** in order to prevent a pupil from:

- Harming him/herself/themselves
- Preventing the pupil from causing harm to another person, this may include other staff, adults, volunteers
- Seriously damaging property
- Committing a criminal offence
- Acting in a way which is counter to maintaining good order and discipline at the school

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

If force is used it must be **reasonable force**. Reasonable force covers a broad range of actions used by all staff that involve a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. It must be proportionate to the consequences it is intended to prevent, and therefore the **minimum needed to achieve the desired result**.

**Force** is usually used either to **control** or **restrain**.

- Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. 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. If members of staff use **restraint**, they **physically prevent a pupil from continuing what they were doing after they have been told to stop**. The use of restraint techniques is usually confined to more extreme circumstances, such as when two pupils are involved in a fight and refuse to separate without physical intervention.

**Use of force is deemed to be a last resort** and Twyford CE Academies Trust's Behaviour Policy has been written in order to provide the structure for a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind.

Our emphasis is on care and protection for everyone within our school community.

- We believe that restraint will be needed on very rare occasions.
- We will endeavour to handle situations with care and responsibility.
- We will apply follow-up and repair strategies in the event of restraint being used.

Physical Restraint should be limited to emergency situations and used only in the last resort. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not be possible to avoid injuring the pupil.

### **3 Ethos and Guidelines**

#### **3.1 Preventative Ethos**

Twyford CE Academies Trust aims to provide a calm, orderly and supportive climate where all pupils and staff feel safe and secure and able to work constructively.

The Trust's Behaviour Policy aims to establish and maintain good order in the school and models clear expectations and boundaries on behaviour. This policy will be followed by pupils and staff and the use of this policy will aim to reduce the need for possible physical intervention through the on-going maintenance of the good order of the school.

Where possible, staff should take steps in advance to avoid the need for physical restraint by using de-escalation techniques (see Appendix 1)

If the pupil is known to present with ongoing challenging behaviour, appropriate staff will:-

- Identify personal and environmental factors, which impact on individual pupils;
- Ensure that strategies are developed that help prevent challenging behaviour;
- Ensure access to appropriate professional support for pupils;
- Monitor and evaluate behaviour and continue to review interventions accordingly.

However, instances where physical restraint is required may still arise on occasion.

#### **3.2 Deciding Whether to Use Force**

Physical Restraint may only be used as a last resort when other de-escalation strategies have failed. It must serve to defuse or prevent a violent, or potentially violent, situation. **It must**

**not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.**

Staff should have good grounds for believing that immediate action (Physical Restraint) is necessary in order to prevent a pupil from injuring him/herself or others or causing serious damage to property.

### **3.3 Schools can use reasonable force to:**

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil
- Stop pupils fighting
- Restrain a pupil at risk of harming themselves through physical outbursts
- Restrain a pupil who is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- Restrain a pupil who is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- Prevent a vulnerable pupil who is trying to leave school if they would be at risk because, for example, they are not independent travellers.

### **Schools cannot:**

- Use force as a punishment – it is always unlawful to use force as a punishment

### **3.4 Using Force**

- Physical restraint must not be used in anger. When it becomes apparent that the pupil is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for the duty teacher before engaging in physical restraint.
- Staff should call for support immediately; this may be sending a student to inform another teacher, calling the duty teacher or any member of staff to support and/or observe the incident
- When it becomes necessary to restrain a pupil, the member of staff must, if possible, continue to talk to the pupil in a calm manner, offering choices and time for the pupil to become calm.
- The age and competence of the pupil must be taken into account in deciding what degree of intervention is necessary.
- Only the minimum force necessary, to prevent physical injury or damage, should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury.
- Restraint must not involve deliberately painful or dangerous procedures. It must:

- Never interfere with breathing, blood supply or genital areas;
- Never involve holding the head, throat or fingers.
- Be discontinued as soon as the situation is deemed safe.
- As soon as it is safe, restraint must be gradually relaxed as the pupil regains self-control.
- A pupil must never be asked to restrain another pupil
- Where possible, groups of pupils should be moved away from the incident to support calm management of the situation or the pupil in question moved to a suitable space.

### **3.5 Recording Incidents**

- Minor or everyday use of reasonable force does not need to be recorded. For example, very young children running off in the playground and being guided back to the line by the teacher or assistant.
- All more serious incidents involving the use of physical restraint must be reported to the Head / Associate Headteacher and the relevant Deputy Head as soon as possible after the incident. These must be recorded using the 'Use of Physical Restraint' form (appendix 2).

### **3.5 Post-Incident Support**

- Support may be needed for staff or pupils who, following the incident, are distressed.
- Staff should be provided with opportunities to discuss incidents involving restraint and their subsequent feelings. Where it is clear that the teachers need further advice/training, the Headteacher / Associate Headteacher should take prompt action to see that it is provided.
- It is good practice for schools to speak to parents about serious incidents involving the use of force. Parents/carers will usually be informed when physical restraint has been used and will be given the opportunity to discuss the matter with the school.

### **3.6 What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- If an allegation of abuse is made against a member of staff, the procedures set out in the Safeguarding and Child Protection Policy will be followed.

### **3.7 Staff Training**

The school policy and procedures for restraint are covered annually in staff training at the start of each academic year.

### **3.8 Monitoring and Review**

All incidents involving the use of restraint will be reported to the Associate Headteacher and the school's governing body.

## Appendix 1: Strategies to resolve conflict

Do	Don't
<ul style="list-style-type: none"> <li>▪ Appear calm and relaxed</li> <li>▪ Give pupils time to think, try to provide a way out of the conflict and a willingness to help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appear afraid and unsure of yourself;</li> <li>▪ Appear bossy, arrogant;</li> <li>▪ Assume an "I don't care about you" attitude</li> </ul>
<ul style="list-style-type: none"> <li>▪ Keep the pitch and volume of your voice down.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Raise your voice</li> </ul>
<ul style="list-style-type: none"> <li>▪ Feel comfortable with the fact that you are in control (if you control yourself, you control the situation);</li> <li>▪ Project a calm assured feeling that you will see the situation through to a peaceful end no matter what happens</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appear to expect an attack</li> </ul>
<ul style="list-style-type: none"> <li>▪ Talk <u>with</u> the pupil offering choices at all times</li> </ul>	<ul style="list-style-type: none"> <li>▪ Give commands;</li> <li>▪ Make demands</li> </ul>
<ul style="list-style-type: none"> <li>▪ Be very matter of fact if the pupil becomes agitated;</li> <li>▪ Be sensitive and flexible;</li> <li>▪ Be flexible yet consistent;</li> <li>▪ Be aware of body language;</li> <li>▪ Monitor breathing (chest movements) which can telegraph aggressive responses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make threats (Especially any that you are not absolutely sure that you can carry through);</li> <li>▪ Maintain continuous eye contact;</li> <li>▪ Gesticulate (this may provoke confrontation)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Stay close to the pupil and attend to him/her</li> </ul>	<ul style="list-style-type: none"> <li>▪ Turn your back or leave;</li> <li>▪ Invade the pupil's personal space</li> </ul>
<ul style="list-style-type: none"> <li>▪ Be patient;</li> <li>▪ If a pupil's agitation increases to the verge of attack:               <ul style="list-style-type: none"> <li>○ Acknowledge his/her feelings;</li> <li>○ Continue with a matter of fact attitude;</li> <li>○ Always leave the pupil an avenue of escape</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Display emotion;</li> <li>▪ Argue;</li> <li>▪ Corner the pupil physically or psychologically</li> </ul>
<ul style="list-style-type: none"> <li>▪ Avoid crowding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Get up and move towards the pupil</li> </ul>
<ul style="list-style-type: none"> <li>▪ Stay near him/her, about one arm's length away;</li> <li>▪ Stand to one side;</li> <li>▪ Give the pupil more space if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Give up</li> </ul>



