

Use of Reasonable Force Policy

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1. Introduction

The Dartmoor Multi Academy Trust (the 'Trust') aims to provide the highest possible quality of education for all local children, in order to ensure that pupils from all backgrounds are able to succeed. The aim informs our policies.

Guidance concerning the use of reasonable force to restrain pupils can be found in section 550(A) of the Education Act 1996, as inserted by section 4 of the Education Act 1997. This provision was extended to include all schools by section 131 of the School Standards and Framework Act 1998.

This policy should be read in conjunction with the [Use of Reasonable Force](#) (July 2013) DfE Guidance document for headteachers, staff and governing bodies.

2. Other Policies

Other policies to be read in conjunction with this policy:

- Behaviour for Learning (school local policy)
- Health, Safety & Wellbeing Policy (Trust)
- Looked after Children (Trust)
- Safeguarding (Child Protection)- (Trust and local school policies)
- Rationale

- 2.1 The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:
 - committing a criminal offence
 - injuring themselves or others
 - damaging property
 - acting in a way that is counter to maintaining good order and discipline at the school
- 2.2 There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should always be the minimum needed to achieve the desired result.
- 2.3 The Act does not cover more extreme situations, such as action in self-defence or in an emergency when it might be reasonable for someone to use a degree of force.

3. What is reasonable force?

- 3.1 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 3.2 Force is usually used either to control or restrain. 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 student needs to be restrained to prevent violence or injury.
- 3.3 'Reasonable in the circumstances' means using no more force than is needed.
- 3.4 As mentioned above, schools generally use force to control pupils and to restrain them. 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.
- 3.5 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.
- 3.6 School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

4. Minimising the need to use reasonable force

- 4.1 All staff are reminded of the Trust's expectations that trauma informed and relational practice should be the starting point for any decision making and/or action. Staff should always try to deal with the situation using other agreed strategies to calm a situation before considering using force.
- 4.2 Although the Trust recognises that preventative measures will not always work, there are numerous steps that will be taken in order to help reduce the likelihood of situations arising where the power to use force may need to be exercised. We endeavour to:
 - Create a calm, orderly and supportive environment that minimises the risk of violence of any kind
 - Develop effective relationships between children and young people and staff that are central to good order
 - Ensure that pupils who are likely to, or known to, dysregulate have individual personalised risk assessments, management and co-regulation plans to minimise the need to use reasonable force.
 - Adopt a whole-school approach to developing social and emotional skills emphasising the need for trauma informed relational approaches to behaviour

management.

- Take a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also support each other during and after an incident
- Recognise that challenging behaviours are often foreseeable.
- Effectively manage individual incidents while understanding the importance of communicating calmly with the child or young person, using non- threatening verbal body language and ensuring that the student can see a way out of a situation. For example, children and young people should always be given an option of going to a quiet space with the staff member away from bystanders and other peers, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to them
- Wherever practical, warning a child or young person that force may have to be used before using force.

5. Staff authorised to use reasonable force

The staff to which this power applies are defined in Section 93 of the Education and Inspections Act 2006. These are:

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

6. When can reasonable force be used?

- 6.1 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 6.2 In a school, force is used for two main purposes – to control pupils or to restrain them.
- 6.3 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.
- 6.4 The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
- 6.5 Schools can use reasonable force to:

- remove disruptive children 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, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

6.6 Schools cannot:

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

6.7 In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not be realistically dealt with by any other means.

7. Deciding whether to use reasonable force

7.1 Staff should only use force when the risk of not using force significantly outweighs those of using force. Then the judgement whether to use force and what force to use should always depend on the circumstances of each case. Children and young people with a special educational need and/or disability (SEND) should be handled according to information about the individual concerned (see 4.2 and section on 'Staff Training')

7.2 Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used.
- The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified
- The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means the more likely it is that using force can be justified.
- The relative risks associated with the physical intervention compared to the risks of using other strategies. The smaller the risks associated with physical intervention

compared with other strategies, the more likely it is that using force can be justified

8. Using reasonable force

- 8.1 Staff, as far as possible, should not use force unless or until another responsible adult is present to support, observe and call for assistance. Staff should always only use the minimum amount of force to achieve the desired effect.
- 8.2 Before using reasonable force, staff should, wherever practical tell the child or young person to stop misbehaving and communicate in a calm measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.
- 8.3 Types of reasonable force used could include:
 - Passive physical contact resulting from standing between children and young people or blocking a child and young person's path.
 - Active physical contact such as leading a child or young person by the arm or hand or ushering them away by placing a hand in the centre of the back
 - In more extreme circumstances, using appropriate restrictive holds
- 8.4 Where there is a high and immediate risk of death or of serious injury, any member of staff would be justified in taking necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a child or young person running off the pavement onto a busy road or preventing a child or young person hitting someone with a dangerous object such as a glass bottle or hammer.
- 8.5 Staff should always make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a student.
- 8.6 Staff should always avoid touching or restraining a child or young person in a way that could be interpreted as sexually inappropriate.

9. Telling Parents When Force Has Been Used On Their Child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents.

- It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child's age

10. Power to search pupils without consent

9.1 In addition to the general power to use reasonable force described above, principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items".

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

9.2 Force cannot be used to search for items banned under the school rules.

10. Physical contact with children or young people in other circumstances

10.1 It is not illegal to touch a child or young person. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. For example:

- to demonstrate exercises or techniques during PE lessons or sports coaching.
- in design and technology.
- giving first aid.
- cleaning a young child after an accident/wetting or soiling.
- young children and those with SEN can need staff to provide physical prompts or help.
- when a child or young person is in distress and needs comforting.

- when a child or young person is being congratulated or praised.
- to demonstrate how to use a musical instrument.
- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.

10.2 Staff should use their own professional judgement to decide if a child or young person needs this kind of support.

10.3 Some children and young people find touching particularly unwelcome; for example, those sensitive to physical contact because of their cultural background or because they have been abused.

10.4 Physical contact becomes increasingly open to question as children and young people get older. Staff should bear in mind that even innocent and well-intentioned physical contact can, sometimes, be misconstrued.

11. Staff Training

- 11.1 Staff training will occur in accordance with the Trust's continuing professional development practices and policies. This training will include Passive Intervention & Prevention (PIPs), TEAM Teach and positive touch for relevant staff in appropriate settings . All staff will also be trained in relational policy and practice including de-escalation techniques. The Special Educational Needs Co-Ordinator (SENDco) will also make individual risk assessments available to staff where it is known that force is more likely to be necessary to restrain a particular individual, such as a child or young person whose SEN and/or disability is associated with extreme behaviour. Appropriate training will be given to the necessary staff working with these individuals on a regular basis, and staff will be notified about procedures in place.
- 11.2 Some key members of Inclusion staff and at least one member of SLT within each school will be trained and regularly updated in the use of positive handling (PIPs). CPD records will carry a record of this for each school. Usually the staff are those most likely to find themselves in a situation that may require the use of reasonable force and are therefore trained to do this correctly and in a lawful manner.

12. Recording/reporting Incidents

- 12.1 It is vital that there is a detailed, contemporaneous, written report of any occasion where force is used.
- 12.2 Immediately after any incident, the member of staff concerned should inform the Principal, or the Designated Safeguarding Lead, and provide a written report as soon as possible using the report form (attached).
- 12.3 Staff might find it helpful to seek advice from a senior colleague or a representative of their Professional Association when compiling a report. Staff should keep a copy of the report.
- 12.4 The use of any force can cause the parents of the child or young person involved great concern. Parents should be informed as soon as possible and given an opportunity to discuss the incident with the Principal. This can be after school, by telephone or by letter.
- 12.5 In deciding what a serious incident is, teachers should use their professional judgement and consider the:
- Pupil's behaviour and level of risk presented at the time of the incident.
 - Degree of force used.
 - Effect on the child or young person or member of staff.
 - The child's age.

13. Complaints

- 13.1 If staff follow the clear guidelines and parents are notified, most complaints should be avoided. However, this might not prevent all complaints and use of reasonable force could still lead to some form of investigation.
- 13.2 The possibility cannot be ruled out that a complaint might result in a disciplinary hearing, a criminal prosecution, or a civil action brought by a child or young person or parent. In these circumstances, it would be for the disciplinary panel or court to decide whether the degree of force was reasonable in the circumstances.
- 13.3 If a formal complaint is received:
- 13.3.1 All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
 - 13.3.2 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.
 - 13.3.3 Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance and the Trust “Child Protection” Policy where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
 - 13.3.4 The Trust will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. Principals will take advice from Devon LADO where they believe that the Child Protection Policy has been breached.
 - 13.3.5 If a decision is taken to suspend a teacher, the Trust will ensure that the teacher has access to a named contact who can provide support.
 - 13.3.6 The Local Stakeholder Board will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
 - 13.3.7 As employers, it is important that Principals and school senior leaders provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

14. Incident Report Form

<p>Once completed, a copy of this form should be given to the Principal. This form will then be kept in a secure folder retained by the DSL or, in the case of large Trust schools with such personnel, the person with responsibility for Health & Safety. The school DSL will upload a scanned copy to the pupil's CPOMs record.</p>		
School Name:		
Name(s) of pupil(s) involved:		
Name(s) of adult(s) involved:		
Summary of the incident:		
Date:	Time:	Location:
Circumstances leading to incident:		
Specific details of restraint:		
Length of time any use of restraint was used:		
Further action:		
Names of any individuals who witnessed the incident:		

Reasons the force was necessary: e.g. to prevent injury to a pupil:		
How the incident began and progressed, including details of the pupil's behaviour, what was said, steps taken to diffuse the situation, the degree of force used, how it was applied and for how long.		
The pupil's response and the outcome of the incident:		
Details of any injury suffered by the pupil, another pupil, or a member of staff and any damage to property:		
Follow-up action taken e.g. LADO:		
Outcomes e.g. need for training:		
Date parents informed:		
Any additional information:		
Signature(s) of teacher/staff(s) involved:		Principal:
Date:	Date:	Date: