

# Care and Control of Students

## Care and control of students' policy: document provenance

<b>Approver</b>	School and college trust leaders
<b>Date of approval</b>	2 September 2025
<b>Policy owner</b>	School and college trust leader: Safeguarding
<b>Policy authors</b>	Director of SEND and Safeguarding
<b>Version</b>	1.0
<b>Date of next review</b>	August 2028
<b>Summary of changes in this review</b>	<ul style="list-style-type: none"> <li>• The policy has had a significant re-write following the new statutory guidance issued by the DfE in February 2025 which comes into effect in 1 September 2025</li> <li>• The new guidance has been updated to: <ul style="list-style-type: none"> <li>○ Provide new statutory guidance about recording and reporting the use of force, effective from September 2025</li> <li>○ Provide new non-statutory guidance about the use, recording and reporting of other restrictive interventions</li> <li>○ Provide additional clarification on the use of reasonable force to help school staff use this power safely and appropriately</li> <li>○ Provide specific support for staff who work with pupils with special educational needs and disabilities</li> <li>○ Make clearer the responsibilities of school staff and trust leaders</li> </ul> </li> </ul>
<b>Related policies and documents</b>	<ul style="list-style-type: none"> <li>• Keeping Children Safe in Education</li> <li>• Use of reasonable force and other restrictive interventions in schools – guidance for schools in England (February 2025)</li> <li>• Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023)</li> <li>• Behaviour in schools (2022)</li> <li>• When To Call the Police – guidance for schools and colleges (NPCC, 2020)</li> <li>• Searching, screening and confiscation – advice for head teachers, school staff and governing bodies (DfE, January 2018)</li> <li>• Equality Act (2010)</li> <li>• The Education and Inspections Act (2006)</li> <li>• Human Rights Act (1998)</li> <li>• The Education Act (1996)</li> <li>• Health and Safety at Work etc. Act (1974)</li> </ul>

Unless there are legislative or regulatory changes in the interim, the policy will be reviewed as per the review cycle. Should no substantive change be required at this point, the policy will move to the next review cycle.

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## 1.0 Policy statement

Dixons Academies Trust firmly believes that, in most instances, staff should not use any form of reasonable force and / or other restrictive intervention on students. The Education Act of 1996 and the Education and Inspections Act of 2006 make clear the powers of teachers, and other staff in school, to use reasonable force to prevent students committing a crime, causing injury, damage or disruption. There are times when use of reasonable force and / or other restrictive interventions is lawful, for example to keep individuals and the wider community safe but can have a significant impact on the wellbeing of students, peers, staff members, and parents / carers. As such, this policy seeks to promote preventative and de-escalation strategies whilst also ensuring as much clarity as possible around use of reasonable force and / or other physical intervention so that it can be used safely when needed. Under no circumstances can force be used as a punishment or as a premeditated strategy for control of students.

This policy has been developed in accordance with the principles established by:

- Keeping Children Safe in Education
- Use of reasonable force and other restrictive interventions in schools – guidance for schools in England (February 2025)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023)
- Behaviour in schools (2022)
- When To Call the Police – guidance for schools and colleges (NPCC, 2020)
- Searching, screening and confiscation – advice for head teachers, school staff and governing bodies (DfE, January 2018)
- Equality Act (2010)
- The Education and Inspections Act (2006)
- Human Rights Act (1998)
- The Education Act (1996)
- Health and Safety at Work etc. Act (1974)

This document should be read alongside the following Dixons policies:

- Child Protection and Safeguarding
- Positive Behaviour
- Professional Conduct
- Special Educational Needs and Disabilities (SEND)

## 2.0 Scope and purpose

The purpose of this policy is to define reasonable force and other restrictive interventions, explain when it can be used and for what reason, and how to work preventatively and proactively as a priority. This includes whole academy approaches, bespoke intervention for individual students, working with parents / carers and other agencies, and use of data analysis and reflection to learn and continue to reduce the need for reasonable force and / or other restrictive intervention over time.

This policy also outlines statutory duties on schools to record any significant incidence of reasonable force and to report to parents / carers in a thorough and timely manner.

This policy covers all students on roll at, and all staff working for, Dixons academies.

## 3.0 Definitions

These definitions are taken from the guidance.

### 3.1 Reasonable force

Physical contact by a member of staff on a student to control or restrain their actions / movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

### 3.2 Restrictive interventions

Any planned or reactive action which limits a student's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve



the use of reasonable force. For the purpose of this policy, 'seclusion' is defined as the supervised confinement and isolation of a student, away from other students, in an area from which they are prevented from leaving of their own free will.

### **3.3 Restraint**

A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a student. Restraint may also include mechanical and chemical restraint. Restraint may or may not involve the use of force.

### **3.4 Significant incident**

This refers to any incident where the use of reasonable force goes beyond appropriate physical contact between students and staff as described in the 'other physical contact with students' section of this policy (below). This includes when physical force is used to implement a restrictive intervention.

### **3.5 Other physical contact with students**

Schools should not have a 'no contact' policy or grant any requests by parents / carers or staff members not to use reasonable force and / or other restrictive interventions as this can leave staff unable to intervene where reasonable in the circumstances to full protect students.

There are circumstances when it is appropriate for staff to have some physical contact with students which does not give rise to any question over the use of reasonable force and / or other restrictive interventions. In assessing whether physical contact is appropriate, the member of staff should use their judgement and have regard to the Child Protection Policy, the applicable circumstances (e.g. whether there are other adults present), the individual student's age, and any other material factors, including but not limited to, whether the student has SEND or other vulnerabilities, or whether any alternative strategies which do not include physical contact can be used. Examples include, but are not limited to:

- To give first aid
- To guide or escort e.g. holding the hand of a student at the front of the line when going to assembly
- To comfort a distressed student
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during a PE lesson

## **4.0 Authorised staff**

4.1 Section 93 of the Education and Inspections Act allows all staff employed by a school, including temporary and unpaid voluntary staff, to use reasonable force in certain circumstances (see below). It should always be remembered that the use of reasonable force is a last resort and should only be used when deemed to be 'reasonable under the circumstances'; this is open to interpretation and depends on a staff member's risk assessment of the situation at the time. A guiding principle is to carefully consider whether all available other strategies have been exhausted and, wherever possible, to work preventatively by having clear and consistent behaviour expectations and by building positive relationships.

4.2 Appropriate staff training is dependent on a school's individual context and needs but, as a minimum, there should be:

- Annual training on this policy for all staff working directly with students
- Enhanced training delivered by a reputable external provider for any staff who regularly work with students where use of reasonable force is more likely to be required
- Each academy will keep a record of when training has taken place, what type, and who participated.

## **5.0 Authorised and unauthorised circumstances**

5.1 The decision on whether it is reasonable to use force and / or other restrictive interventions depends on the individual circumstances of each situation. The member of staff should use their professional judgement and where possible, communicate with other staff members to better understand any broader risks in the environment. The factors listed below are not definitive and consideration must be given to all other relevant factors.

5.2 Factors staff might want to consider include:

- Is it necessary?
- Are there reasonable alternative ways to manage the situation and achieve the desired outcome?
- Is use of reasonable force and / or other restrictive interventions likely to successfully reduce the relevant risks?
- Could it escalate the situation further or cause more harm than the consequences of what it aims to address?



- Is it proportionate?
- Use the least amount of force or least restrictive intervention, and for the least amount of time necessary
- Consider the personal circumstances of the student such as medical conditions, SEND and other vulnerabilities, characteristics such as age and size, and relevant equality implications under the Equality Act 2010
- Have you considered the student's welfare?
- Consider the impact on overall welfare, balanced against actions taken
- Consider whether the student has experienced adverse life events or have characteristics that may mean that they find the use of reasonable force and / or other restrictive interventions particularly distressing
- Seek to always maintain respect for the student's dignity by, for example, changing location or removing peers Where possible, clearly and calmly communicate with the student what is happening and why, making reasonable adjustment for students with speech, language and communication difficulties or who speak English as an additional language
- Seek to understand how the student is feeling and use this information to determine whether the use of reasonable force and / or other restrictive intervention should be, or continue to be, applied, reduced or stopped

5.3 Use of force must never be for the purpose of punishment.

5.4 Students should not 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.

5.5 The use of force can be dangerous, particularly where it occurs on the ground. If a student is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

5.6 For any form of restraint, included seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

5.7 Head teachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that they have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the academy rules only. The decision to use reasonable force should be taken on a case-by-case basis. For further information refer to the Positive Behaviour Policy.

## 6.0 Prevention and de-escalation

6.1 Dixons Academies Trust recognises the importance of prevention and de-escalation as a means of minimising the need to use reasonable force and / or other restrictive interventions, and that this requires a combination of whole academy measures as well as tailored approaches for individual students.

6.2 In order to work preventatively and minimise the need for reasonable force and / or other restrictive intervention, each academy will use a combination of, but not limited by, the following principles:

- Ensuring safe and purposeful classroom and communal environments
- Lessons follow the principles of adaptive teaching so that all students can achieve and thrive
- Positive behaviour management, as per the Positive Behaviour policy
- Training staff in effective communication strategies, including use of appropriate tone of voice and empathy
- Development of positive staff-student relationships and trust
- Recording and analysing data on the use of reasonable force and / or other restrictive interventions to inform planning

6.3 Tailored approaches for individual students may include, but are not limited to:

- Working closely with parents / carers and other agencies, including making referrals for further assessment or support where appropriate
- Developing a bespoke Behaviour Support Plan and / or Positive Handling Plan, with a focus on recognising triggers, early indicators, and de-escalation strategies, as well as response and follow-ups that best support the student - any such plan should be reviewed periodically and following any incident, with parents / carers and, where appropriate, the student, so that changes can be made based on evidence of what has and has not worked for that student
- Developing a risk assessment to make clear the risks and triggers in the environment and routines and how they can be proactively mitigated and managed.

6.4 Consideration should be made for students with special educational needs and / or disabilities (SEND). Some students with SEND may react to situations they find distressing or confusing by displaying behaviours which could be harmful to themselves or to others. Students with speech, language and communication difficulties may express their





needs, discomfort or confusion through such behaviours. The Trust is aware that this can lead to students with SEND being disproportionately subject to the use of reasonable force and / or other restrictive interventions and prioritises seeking to understand the underlying triggers to be proactive in providing support and creating inclusive environments where all students can achieve and thrive. This includes, but is not limited to:

- Consideration of how the academy culture and environment may be experienced differently by some students
- Maximising on positive relationships with staff
- Identifying trigger points and developing proactive strategies to reduce the likelihood of reasonable force and / or other restrictive intervention being used
- Working with the student, parents / carers, and other professionals to develop prevention and de-escalation strategies
- Developing bespoke Behaviour Support Plans, Positive Handling Plans, or risk assessments (any such plan should be reviewed periodically and following any incident, with parents / carers and, where appropriate, the student, so that changes can be made based on evidence of what has and has not worked for that student)
- Where a student has a disability, taking reasonable steps to avoid disadvantage and ensuring the student can fully participate in the education provided by the academy, including enjoying the benefits, facilities and services provided for other students, as per the Equality Act 2010

## **7.0 Student and staff support**

- 7.1 Following any significant incident involving the use of reasonable force and / or other restrictive intervention, academy leaders should evaluate the incident to understand why it was needed, impact on students and staff, any patterns or trends, and how to avoid similar situations in the future. In this way, academies can foster a culture of continuous improvement.
- 7.2 If necessary, the student and staff member should receive a medical assessment and treatment for any injuries as soon as possible. Any injuries must be recorded as part of the recording process described in the 'recording the use of force' section of this policy and should also be recorded as part of the academy's usual procedures for recording injuries.
- 7.3 Following a significant incident, academy leaders should hold a follow-up conversation to facilitate reflection, learning and to support student and staff wellbeing. This conversation should form part of the overall debriefing process and seek to understand what happened and why, based on separate reflections from staff and students, as well as repairing and rebuilding the relationship through dialogue. This process should be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support.
- 7.4 Academy leaders should continue to monitor student and staff wellbeing and provide additional support if needed.
- 7.5 Any student who witnessed an incident of reasonable force and / or restrictive intervention should also be provided with appropriate support where necessary.
- 7.6 Supporting colleagues when managing an incident. The actions of any subsequent member of staff arriving at a situation where reasonable force and / or other restrictive intervention is taking place, whether they were called to support or arrive by chance, is a critical opportunity. It is crucial that all staff know what to do in these situations as well as when they are the main staff member dealing with an incident. All staff should follow these principles:
- make your presence known and ask what you can do that would be supportive
  - do not assume that additional intervention is required
  - be prepared to take over as the main person managing the situation – sometimes simply a change of face is enough to diffuse and de-escalate an incident and for physical intervention to no longer be required
  - act as a witness to the incident for both the student and staff member

## **8.0 Recording the use of force (statutory)**

- 8.1 A written record of any significant incidence of use of reasonable force must be made by the staff member(s) involved as so as practicable after the event.
- 8.2 The requirement to record applies equally in circumstances where use of reasonable force is agreed with parents / carers, e.g. as part of a Positive Handling Plan, and where it is not.
- 8.3 All significant incidences of use of reasonable force will be recorded in detail on CPOMS. Appendix 2 of this policy can be used to make a record of the incident and uploaded to CPOMS, or the details can be recorded as an incident directly onto CPOMS.
- 8.4 For each significant incidence of use of reasonable force, the following should be recorded as a minimum:



- Name of student
- Name of staff directly involved
- Any relevant needs or circumstances of the student, including any identified SEND and the relevant SEN status code
- Time, date, location and approximate length of time the intervention was used
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support such as details of any medical treatment for injuries or other adverse impacts
- Any witness accounts, including both staff and students
- When and how parents / carers were notified
- Any longer-term follow-up

8.5 Although there is no requirement in law to record instances of restrictive intervention where force has not been used, however, it is best practice for schools to apply the same recording policy to restrictive interventions of any type and therefore the expectation is for all Dixons academies to record all uses of restrictive intervention, making clear in the record whether force was used or not.

## 9.0 Reporting the use of force (statutory)

- 9.1 Any significant incidence of use of reasonable force, except for the circumstances in 9.2, must be reported to the parent / carer of the student as soon as practicable after the incident.
- 9.2 A report should not be made to parents / carers if it appears to the staff member that doing so would be likely to result in significant harm to the student. This includes all forms of abuse and neglect. Instead, and at the first opportunity, the staff member must liaise with the Designated Safeguarding Lead and follow the academy's safeguarding procedures.
- 9.3 The requirement to report to parents / carers applies equally in circumstances where use of reasonable force is agreed with parents / carers, e.g. as part of a Positive Handling Plan, and where it is not.
- 9.4 The report to parents should include the following details as a minimum:
- Time, date, location and approximate length of time the intervention was used
  - Brief account of what type of reasonable force was applied and the degree of force used
  - Details of any physical injuries sustained, if applicable
  - Brief account of why the use of force was assessed as necessary in that instance
- 9.5 How the information is communicated to parents / carers is at the discretion of the academy and may vary from incident to incident. Methods may include phone call, email, or online messaging system.
- 9.6 Wherever possible, parents / carers should be invited in for a follow-up discussion. This discussion could include writing or updating documents such as Behaviour Support Plans, Positive Handling Plans, or risk assessments.
- 9.7 Although there is no requirement in law to report instances of restrictive intervention where force has not been used, however, it is best practice for schools to apply the same recording policy to restrictive interventions of any type and therefore the expectation is for all Dixons academies to record all uses of restrictive intervention, making clear in the record whether force was used or not.

## 10.0 Complaints and allegations

- 10.1 Any complaints regarding the use of reasonable force and / or other restrictive interventions should follow the Trust's usual complaints procedures. This can be found in the Complaints policy.
- 10.2 Any allegation regarding inappropriate use of force and / or other restrictive interventions made against a member of staff will be handled following the procedures outlined in Keeping Children Safe in Education and according to the Trust's Dealing with Allegations of Abuse and Concerns Against Staff policy.





## Appendix 1: Positive Handling Plan

<b>Name:</b> Enter name		<b>Class:</b> Enter class	<b>Year group:</b> Enter year
<b>Review date:</b> Select date		<b>Written by:</b> Enter name	
<b>EHCP:</b> <input type="checkbox"/>	<b>EHCP Referral:</b> <input type="checkbox"/>	<b>SENK:</b> <input type="checkbox"/>	<b>Need type:</b> Enter here

<b>Additional information:</b> Text here
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<b>Prevention strategies:</b> Text here
<b>Triggers:</b> Text here
<b>Early indicators:</b> Text here
<b>Positive handling strategies:</b> Text here
<b>Restorative / follow up:</b> Text here

<b>Review 1:</b> Text here	
<b>Review Date:</b> Text here	<b>Reviewers:</b> Text here

<b>Review 2:</b> Text here	
<b>Review Date:</b> Text here	<b>Reviewers:</b> Text here

<b>Review 3:</b> Text here	
<b>Review Date:</b> Text here	<b>Reviewers:</b> Text here

<b>Principal signature / date:</b> Text here	Select date
<b>Lead staff member signature / date:</b> Text here	Select date
<b>Parent or carer signature / date:</b> Text here	Select date

## Appendix 2: Incident Record (use of reasonable force)

<b>Name:</b> Enter name		<b>Class:</b> Enter class	<b>Year group:</b> Enter year
<b>Review date:</b> Enter date		<b>Written by:</b> Enter name	
<b>EHCP:</b> <input type="checkbox"/>	<b>EHCP Referral:</b> <input type="checkbox"/>	<b>SENK:</b> <input type="checkbox"/>	<b>Need type:</b> Enter here

### Incident details:

<b>Date:</b> Enter date	<b>Time:</b> Enter time	<b>Location:</b> Enter location	<b>Length:</b> Enter length
<b>Name / role of all staff involved:</b> Enter text			
<b>Witnesses (staff name / role and any students / other):</b> Enter text			

### Parents informed:

<b>Date / Time:</b> Enter date / time	<b>Summary / notes:</b> Text here
<b>Method (e.g phone, email):</b> Text here	
<b>By (staff name / role):</b> Text name	

### Incident record:

<b>Any relevant needs or circumstances of the student, inc. SEND:</b> Text here
<b>What led up to the incident, potential triggers, preventative / de-escalation strategies used:</b> Text here
<b>Why use of force was assessed to be necessary in this instance:</b> Text here
<b>Any injuries / medical treatment:</b> Text here
<b>Post-incident follow-up:</b> Text here

### Checklist:

<input type="checkbox"/> Recorded on CPOMS (detail / narrative and follow-ups)
<input type="checkbox"/> Recorded on Bromcom (CPOMS incident ID included)
<input type="checkbox"/> All witness statements collected and attached
<input type="checkbox"/> Parents informed
<input type="checkbox"/> Parent meeting booked
<input type="checkbox"/> Positive Handling Plan updated or considered / completed
<input type="checkbox"/> Risk assessment updated or considered / completed
<input type="checkbox"/> Longer term follow-up work planned
<b>Notes:</b> Text here

### Signatures:

<b>Form completed by (signature / date):</b> Text here	Select date
<b>Form witnessed by (signature / date):</b> Text here	Select date