St James' CE (Aided) Primary School

Behaviour Policy
(including policy on use of reasonable force)

Updated September 2026

Approved by Full Governing Body on 23rd September 2026

Behaviour Management Policy

This policy should be read with reference to the following school policies: Child Protection Policy, Anti-Bullying Policy, SEN Information Report and Whistleblowing Policy. Reference should also be made to the Home School Agreement and the Staff Code of Conduct.

Rationale: School Vision

At St James' CE Primary School, we focus on giving the children a well-rounded education. We want each child to flourish academically and to grow in wisdom, informed by the deep tradition of Christian wisdom which offers a healthy, and long-term context for all their growing and learning together. This is enabled by an excellent education; a broad and balanced curriculum with a rich variety of experiences that extend beyond the classroom. The symbol of St James is the pilgrim's shell. As each child journeys through school, we seek to support them by laying firm foundations, growing and learning together from the teaching of Jesus about wise and foolish builders. We take inspiration from the wisdom of The Bible. "Your word is a lamp to my feet and a light to my path." Psalm 119 v105.

We have adopted the following four values to serve and supplement the vision:
Love
Trust
Forgiveness
Kindness

Aims of our Behaviour Policy

Good behaviour is an essential prerequisite for effective learning, and managing every child's behaviour is the corporate responsibility of every member of staff within the school. Parents and carers also have a crucial role to play, and should be kept informed with regards to their child's behaviour at school.

Children are given every opportunity to be involved in managing their own behaviour. We recognise that good behaviour is closely linked to lively and stimulating teaching, and is supported by positive relationships between all members of the school community. Children who meet the required standards of behaviour will be rewarded. We have a whole school behaviour code and a whole school management system in place to support consistency. We also adapt our approach for children according to their individual needs. We use a restorative approach and where possible treat every day as a fresh start. Maintaining high standards of behaviour is vital in ensuring that teachers can deliver the curriculum and that everyone in school feels safe. We actively teach good learning behaviours in class. Children, staff and parents/carers have rights and responsibilities.

In collaboration with the School Council we have introduced a simple whole school behaviour code:

The Whole School Behaviour Code

- We look after ourselves
- We look after each other
- We look after our school

Rights of children:

- to feel safe at school
- to be respected and valued as individuals
- to be listened to
- to have a voice in deciding on their class rules

Responsibilities of children:

- respect everyone's right to a safe environment
- alert a member of staff to any inappropriate behaviour towards another child
- treat other children and adults with respect
- speak politely to other people
- behave in a manner that is conducive to both their learning and that of those around them
- to follow the agreed class rules

Rights of staff:

- to work in a safe environment
- to be respected and valued
- to be listened to
- to receive professional development

Responsibilities of staff:

- to be a good role model
- follow the school's code of conduct
- create a safe and pleasant environment, physically and emotionally
- treat all children and adults with respect
- remind children of expected behaviour using positive statements (e.g. 'Walk' rather than 'Don't Run')
- build positive relationships with the children they work with
- praise children's efforts and achievements
- explain to children what they should have done or said when they get it wrong
- tell parents about their child's efforts and achievements
- tell parents if their children are getting it wrong
- avoid using critical or sarcastic language
- never act in a way that could be seen as being unfair
- set clear and consistent boundaries
- where possible see each day as a fresh start for every child
- always ask for every side of the story where there is a dispute or an accusation
- speak to a member of the senior leadership team if they are unsure of next steps and keep SLT informed of issues relating to behaviour

Rights of parents and carers:

- to be informed
- to be listened to
- to be respected as the person who knows the child best
- to be involved in finding solutions to their child's inappropriate behaviour

Responsibilities of parents and carers:

- work in partnership and support the school to benefit their child's welfare and education
- inform the school of any issues or concerns that may affect their child's behaviour or emotional wellbeing
- make their child aware of inappropriate behaviour
- encourage independence and self-discipline

The following behaviour from children or adults is not acceptable:

- use of rude or unkind language

- hitting, kicking, biting or other such physical responses
- disruptive or distracting behaviour in class
- racist, sexist, homophobic or transphobic remarks
- stealing
- damage to property or the environment

Strategies for reinforcing good behaviour:

- Use positive behaviour management strategies to pre-empt difficulties and de-escalate situations
- Work out class rules/charter with the children
- Outline rewards for desired behaviour
- Encourage quiet voices and a working atmosphere in the classroom
- Support children to use self-regulation tools including Zones of Regulation or Five Point Scale
- Look out for children who are behaving well and give recognition and praise
- Provide achievable targets/stimulating work/challenges
- Avoid raising the profile of children that are behaving inappropriately (e.g. names will not be recorded on board)
- Give consistent and thoughtful feedback
- Use PSHE and Circle Time to talk about emotions and behaviour
- Build good relationships with pupils and parents/carers
- Teachers and teaching assistants support each other and work together as a team giving children consistent messages
- Send to another teacher or SLT for recognition and praise
- Use additional strategies such as mentors and individual reward charts for children who need more support with their behaviour
- Use whole school reward strategies

Rewards

Children will receive shells from any member of staff for good behaviour. Each week the class with the most shells will have a reward, for example extra playtime, or time on the play equipment. Individual children also receive certificates from their teachers each week in Celebration Assemblies. Each class will also have its own rewards for good behaviour, in addition to whole school rewards. The use of rewards rather than sanctions should be the focus of behaviour management throughout the school.

Sanctions

Adults set clear and consistent boundaries and there should always be a focus on positive relationships in the classroom. Following a behaviour incident, a restorative approach should be used, encouraging children to understand how their actions affect others and take responsibility for them. The adult will calmly but firmly explain to the child what the sanction is and why it is being given. The sanction should be appropriate to the offence following the behaviour policy charts. Following an incident and a sanction, the adult should take steps to repair the relationship with the child.

Removal of a child from a classroom should only be used in response to serious misbehaviour. Parents must be informed on the same day and a record kept on CPOMS.

Whole school classroom and playground behaviour charts

Whole school classroom and playground behaviour charts are in place as a guide for adults which are applied with regard to the age and maturity of the children involved. See charts at the end of this policy showing behaviours and consequences.

1. Verbal Warning – adult reminds child of expected behaviour and gives warning
2. Yellow – child to move to another part of the classroom
3. Orange – child to miss some or all of next playtime
4. Red 1 – child to move to another classroom for a session. Parents informed at the end of the day.
5. Red 2 – SLT involved. Internal exclusion. Parents informed immediately

Teachers should avoid raising the profile of children who are behaving inappropriately as this often leads to an escalation of poor behaviour. If behaviour in class is regularly inappropriate, a record will be kept on CPOMS or in a class behaviour book by the class teacher. It is imperative that any sanction is applied fairly and the consequences fully explained.
NB: Repeated minor incidents or a sudden change in behaviour pattern will mean that the class teacher should arrange an informal meeting with parents at this stage

Serious breaches of behaviour

A serious breach of behaviour includes the following:

- Hurting with intent to cause an injury (such as kicking, hitting, biting, hair pulling, scratching)
- Vandalism
- Racism or any other form of discrimination
- Aggressive use of unkind language (including swearing) to hurt another person.
- Theft
- Bullying including cyberbullying

Serious breaches of the rules, once investigated, may also mean the child is sent to a member of the senior leadership team and these incidents will be logged and recorded on CPOMS. Parents will be informed and may be invited to a meeting with the headteacher. The situation will be monitored and a Risk Assessment & Behaviour Support Plan may be put in place to help the child and they may have a period of internal exclusion. Extremely serious incidents may result in fixed term suspension or permanent exclusion, at the discretion of the Headteacher. Persistent serious behaviour incidents may result in a fixed term suspension. On the first day back following a fixed term suspension a member of the SLT will hold a reintegration meeting with the pupil and their parent or carer in a restorative approach.

Behaviour management during lunch and playtimes

- Members of staff must patrol all areas of the playground and be aware of 'blind spots'
- All members of staff should award shells for good behaviour
- Teachers must be informed of behaviour incidents which happen at playtime.

See whole school behaviour chart at the end of this policy for behaviours and consequences.

Behaviour management when on Educational Visits

- The visit leader will be responsible for making the other adults and children aware of the behaviour that is expected of them.
- A child will be moved to a different group or will have to remain with the visit leader if poor behaviour persists.
- The SLT and parents will be informed of poor behaviour choices on return to school.
- Where possible all children are included in educational visits, but individuals can be excluded from school trips or visits if their behaviour could or would be a danger to themselves or others.
- If taking a particular child on a school trip gives cause for concern, an individual risk assessment will be completed and additional staff members (including SLT) may attend to support.

The role of the leadership team

To be available to be consulted

- when children have been hurt by other children
- where bullying has been identified.
- where behaviour is consistently poor.
- when staff are unsure of the best course of action to take.
- when children have exhibited serious breaches of behaviour (see above).

Behaviour mentors

Sometimes Phase Leads and other members of SLT will take the role of a behaviour mentor. They will develop a positive relationship with a child that is having difficulties and support them to improve their behaviour by checking in regularly, reminding the child of expectations and praising them for their efforts.

Behaviour records

Each class teacher should keep a log of behaviour of their class, this can be on CPOMS or in a class behaviour book. More serious incidents and repeated minor incidents should always be recorded on CPOMS. Class teachers should speak to parents about any behaviour that becomes a concern. Any discussion with parents should be recorded.

Any serious breaches or persistent breaches should be recorded on CPOMS by the member of staff witnessing the incident. The Headteacher, Deputy Headteacher or one of the Assistant Headteachers must be informed. Parents of all children involved must be informed, including any victim of poor behaviour.

The school also keeps a record of racist, homophobic, transphobic or bullying (including cyberbullying) incidents. Again, these should be recorded by the member of staff witnessing or first investigating the incident. The Headteacher or Deputy Headteacher must be informed, or in their absence one of the Assistant Headteachers. Parents must be informed, including any victim of poor behaviour.

If a child's behaviour is generally causing concern, parents will be invited to the school to discuss the situation and work with the staff. Teachers may complete an Antecedent-Behaviour-Consequence (ABC) behaviour sheet to monitor developing patterns and to pre-empt problems. The approach may need to be adapted to the individual needs of the child and a Risk Assessment & Behaviour Support Plan may be put in place.

If the parents or teachers would like more help with behaviour management

The first contact will be the school's leadership team. Each phase has a Phase Leader who can be consulted about behaviour management. If they are unable to resolve the concern, the Senior Leadership Team will be consulted.

Children with Special Educational Needs or Disabilities

We acknowledge our legal duty under the Equality Act 2010 to ensure that no child is disadvantaged by our school's policies and practices and under the Children and Families Act 2014 to use our 'best endeavours' to meet the needs of children with Special Educational Needs and Disabilities. Therefore, we do all we can to ensure that this policy and our practice does not discriminate, directly or indirectly.

Some children with specific difficulties find it more difficult to behave appropriately at all times. Using the Graduated Approach, targeted support will be planned and put in place for children as needed and the impact reviewed. The SENCO may seek the advice of outside agencies including the Inclusion Advisor or Specialist

Teaching and Learning Service. Preventative measures are put in place where appropriate, including identifying and pre-empting triggers of misbehaviour, giving short planned movement breaks, additional snacks, and adjustments for children with sensory needs. Sanctions will be used as appropriate with consideration given to the age and individual needs of the child. Some children with SEND have individual risk assessments & behaviour plans in place, these are discussed and agreed with parents. We are mindful that not all pupils requiring support with their behaviour will have identified special educational needs or disabilities. There may be a range of contributing factors including mental health needs and home situation.

Complaints procedure

If pupils are not happy with the way they have been treated by any member of staff they should speak to the Deputy Headteacher or Assistant Headteacher who will investigate the matter, following the school's 'Managing Allegations Against Staff' procedures. However, any pupil who is found to have made a malicious allegation (e.g. a made-up claim) against a member of school staff will be disciplined in accordance with the seriousness of the allegation.

If parents are not happy with the way that they or their child is treated by any member of the staff or other parent at the school they should contact the Deputy Headteacher or Assistant Headteacher. If they are unhappy with the way their complaint is dealt with, parents can then contact the Headteacher or Chair of Governors.

Classroom Behaviour Chart – Guide for adults

Behaviours may include:	STAGE	Consequences - as appropriate to age of child
• Calling out • Not following instructions • Talking when time to listen • Distracting others • Running along corridors	 Verbal Warning	• Adult reminds child of expected behaviour • Warning that if the behaviour continues child will be moved
• Repeated calling out • Continuing not following adult instructions • Continuing talking when time to listen • Repeatedly distracting others	Yellow	• Child to move to another part of the classroom • Child to have time out to walk around outside classroom with adult
• Continued low level disruptive behaviours • Not following adult instructions • Unkind language • Hurting others - boisterous or careless behaviour • Not taking care of resources	Orange	• Child to miss some of next playtime
• Behaviour which disrupts learning of others • Unkind language including indirect swearing • Hurting others • Damaging or breaking school resources	Red 1	• Child to move to another classroom for a session • Parents informed by class teacher at the end of the day
• Intentionally causing injury • Vandalism • Racism or other form of discrimination • Intentional aggressive use of unkind language including swearing at others	Red 2	• SLT involved • Internal exclusion for a session or a day • Parents informed immediately

Playground Behaviour Chart – Guide for adults

Behaviours may include:	STAGE	Consequences - as appropriate to age of child
• Not following adult instructions • Excluding others from games • Not using play equipment properly • Running instead of walking to and from playground	 Verbal Warning	• Adult reminds child of expected behaviour
• Not playing games e.g. football by the rules • Playing rough • Being a 'bad sport'	Yellow	• Second verbal reminder of expected behaviour • Warning of time out if behaviour continues • Possible ban from playing ball games for rest of that play time
• Not following adult instructions • Unkind language • Hurting others - boisterous or careless behaviour • Not taking care of playground equipment	Orange	• Time out for part or whole of playtime
• Refusal to follow adult instructions • Unkind language including indirect swearing • Intentionally hurting others • Intentionally damaging or breaking playground equipment	Red 1	• Miss the next playtime/s • Parents informed by class teacher at the end of the day
• Ignoring/arguing with adults • Intentionally causing injury • Using discriminatory language • Intentional aggressive use of unkind language including swearing at others • Vandalism	Red 2	• SLT involved • Internal exclusion for a session or a day • Parents informed immediately

Appendix A
Policy on the use of reasonable force at St James' CE Primary School

This appendix is based on the following DFE guidance: Restrictive interventions, including the use of reasonable force, in schools. Guidance for Schools in England. April 2026

Terminology
For clarity, this guidance will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Who can use reasonable force?
All members of school staff have a legal power to use reasonable force in certain circumstances. We minimise the need for the use of force in a number of ways listed later in this document. Members of staff who are likely to need to use reasonable force have been trained in de-escalation and intervention strategies to minimise risk and conflict. We have tailored approaches for individual pupils, including those with SEND. We carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required, can do so as safely as possible.

When can reasonable force be used?
Reasonable force can be used to prevent or stop a pupil from:
1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

St James' staff may use reasonable force to:

• remove disruptive children from the classroom or hall 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 or school site 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.

St James' staff should not:

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

Pupils should not be 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. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil 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.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Seclusion

In instances where a child is experiencing high levels of emotional or behaviour dysregulation, school staff may block a pupil and prevent them from leaving a room as a safety measure to protect them and others. This will not be used as a punishment and the child will be supervised throughout the period of seclusion. The room used will be safe and non-threatening to the child. The adults will support the child to become more regulated and when the immediate risk of harm is reduced, the child will be allowed to leave. Where possible we will use seclusion rather than physical restraint.

Pupils who are struggling to come into school in the mornings

If a child is struggling to come into school in the morning it is the responsibility of the parent/carer to accompany their child through a lockable door into the school building and ensure they are safe before leaving the child. School staff will support parents with encouraging the child into the building using distractors and motivators. School staff will not physically restrain a child in order to get them into the school building unless the child is in immediate danger of harm or is harming others.

What about other physical contact with pupils?

We do not have a 'no contact' policy. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be generally appropriate:

• Holding the hand of the child at the front/back of the line when going to collective worship or when walking together around the school;
• When comforting a distressed pupil;
• When a pupil is being congratulated or praised;
• To demonstrate how to use a musical instrument;
• To demonstrate exercises or techniques during PE lessons or sports coaching; and
• To give first aid.

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

• the school's child protection policy and Staff Code of Conduct
• the applicable circumstances, such as whether there are other adults present
• the individual pupil's age
• any other material factors, including but not limited to whether:
    the pupil has SEND or other vulnerabilities
    any alternative strategies that do not include physical contact can be used

Strategies to minimise the need for use of reasonable force at St James' include:

Whole school level

- Providing classroom environments which support children to thrive and achieve
- Ensuring all staff and pupils are familiar with the behaviour expectations and maintaining a culture of good behaviour across the school
- Training staff in de-escalation strategies including appropriate tone of voice and empathy
- Developing positive relationships and trust between staff and pupils
- Recording and reflecting on incidents where reasonable force was used to inform improvement planning

Individual pupil level

- Working closely with parents of individual pupils in need of additional support
- The development of behaviour support plans and risk assessments for individual pupils
- Adaptations for pupils with SEND – awareness of factors which may be causing them distress such as sensory overload, anxiety or fear.

When considering whether to use reasonable force

Reasonable force should only be used when absolutely necessary, proportionate and with consideration for the pupil's welfare.

- **Is force necessary?**

Staff should consider whether there are other more effective, less restrictive ways to manage the situation. Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

- **Is force proportionate?**

Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy. Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size.

- **Have you considered the pupil's welfare?**

Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing. Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond. Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Consideration for pupils with SEND

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions.

At St James', staff who know individual pupils well help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies. We put in place Behaviour Support Plans and Risk Assessments for individual pupils and share these with parents.

Power to search pupils with and without consent

Based on the DFE guidance Searching, Screening and Confiscation in Schools July 2022.

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may 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 school rules only:

The list of prohibited items is:

• knives and weapons;
• alcohol;
• illegal drugs;
• stolen items;
• any article that the member of staff reasonably suspects has been, or is likely to be used:
• to commit an offence, or
• to cause personal injury to, or damage to property of; any person (including the pupil).
• an article specified in regulations:3
• tobacco and cigarette papers;4
• fireworks; and
• pornographic images.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. In addition to the items listed above, the following items are banned according to school rules:

- Mobile phones apart from those needed for medical reasons (such as diabetic apps Omnipod or Dexcom) and in that case other apps will be disabled.
- Smart devices such as watches.

Statutory Guidance on Reporting the Use of Force

In the case of an incident where a child has had to be restrained and force has had to be used, there is a statutory duty to record this under Section 93A of the Education and Inspectors Act 2006.

As soon as possible after the incident and definitely on the same day, a record will be written up on CPOMS by each of the staff directly involved, including details of the time, date and location, names of members of staff, the

needs of the child and any potential triggers for the behaviour, any de-escalation strategies used, the reason why force was considered necessary, the length of time the child was restrained for, the type of hold used, any injuries sustained and any follow up care such as first aid given.

Telling parents when force has been used on their child

The parents of the child will also be informed in writing on that day that reasonable force has been used including these details:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. A follow up meeting with parents may be appropriate to discuss/review the behaviour support plan, identify any triggers and consider what may be done differently in the future.

Statutory Guidance on the Reporting of the Use of Seclusion and Non-Force Related Restraint

We are duty bound to record each seclusion or restraint incident as part of the school's duty under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. As soon as possible and definitely on the same day, a record will be written up on CPOMS by each of the staff involved. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

We will record the following details:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified SEND and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any first aid for injuries or other adverse impacts

Parents will be informed as soon as possible and will be given a copy of the record of the incident.

Complaints and Allegations

All complaints about the use of force will 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.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force. The school will report the complaint to the Local Authority Designated Officer (LADO) and follow the procedures as set out in the guidance on Managing Allegations in Part 4 of Keeping Children Safe in Education 2026.

If a decision is taken to suspend a staff member, the school should ensure that the staff member has access to a named contact who can provide support. The school's governing body will always consider whether a staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against the staff member. As employers, St James' and KCC have a duty of care towards our employees. We will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Further sources of information

DFE guidance Restrictive interventions, including the use of reasonable force, in schools. Guidance for Schools in England. April 2026

DFE guidance Screening, searching and confiscation July 2022 – Advice for schools

Human Rights Act 1998

Equality Act 2010

Keeping Children Safe in Education 2026