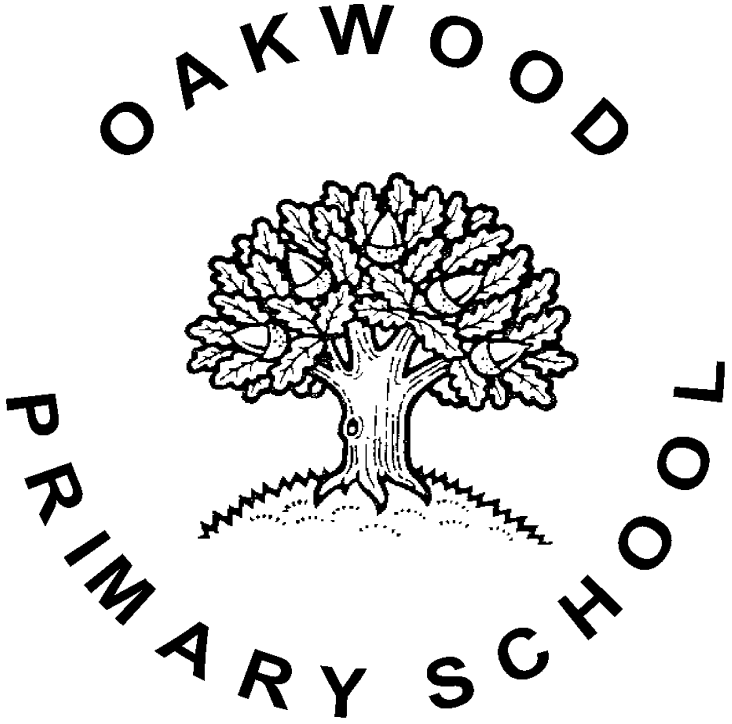


Restrictive Intervention Policy

Date agreed by governors: September 2026

Review date: September 2027

Restrictive Intervention Policy

Introduction and Purpose

Restrictive intervention means any physical or non-physical action that restricts a pupil's movement. Our first response is always prevention: positive relationships, reasonable adjustments, calm communication and de-escalation. Where physical contact is required, generally, this will be low-level non-restrictive physical contact and/or positive handling. For example gentle contact, comfort, reassurance or guiding a pupil away from risk. At Oakwood, restrictive intervention will only be used when necessary, proportionate, in the best interests of pupils and for the minimum time needed to reduce risk. Restrictive intervention must never be used as punishment, to cause pain, for staff convenience or to enforce compliance where there is no safety or serious disorder risk. Parents do not need to give consent before staff act where intervention is necessary, safe and lawful. However, Oakwood will work openly with parents and carers, especially where a pupil has known needs or repeated incidents.

Our approach is rooted in our school values: **kindness, curiosity** and **ambition:**

- We show **kindness** by ensuring every interaction is grounded in respect and care
- We show **curiosity** by considering the best response to ensure the safety and wellbeing of all children
- We maintain high **ambition** for all our pupils, holding consistent expectations while providing the individual support needed to achieve them in our high challenge, high support ethos.

Legal framework

- Section 93 of the Education and Inspections Act 2006 gives school staff the power to use reasonable force where necessary to prevent a pupil from injuring themselves or others, damaging property, causing disorder, or where a pupil leaving an area would create a safety risk.
- Section 93A of the Education and Inspections Act 2006 requires schools to have procedures for recording and reporting significant incidents involving the use of force by members of staff.
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 require schools to record and report seclusion and restraint incidents from 1 April 2026.

Staff may also use reasonable force, where lawful and necessary, when carrying out a search for prohibited items under relevant search powers. Staff must follow the DfE guidance on searching, screening and confiscation.

This policy should be read alongside the following school policies:

- Relationships and behaviour policy
- Child protection policy
- SEND policy
- Complaints policy

When restrictive intervention or restraint should be used

Staff must make a professional judgement based on the risk at the time. Any intervention must be the least restrictive option reasonably available. Where force is used, it must be **reasonable** and a proportionate response to the risk involved and used with a clear intent to prevent harm. Reasonable force should involve “no more force than is needed” to achieve the desired outcome.

Before any action is taken, staff should quickly weigh up the situation and decide if intervention is needed immediately to avert risk of harm. It is for the staff member to make a professional judgement on whether the situation requires the use of restrictive interventions and the degree of force needed. The staff member must be clear on the justification of the action and the intended outcome, for example stopping a pupil from leaving the classroom or stopping a pupil from attacking another pupil. Staff must consider how the intervention is in the best interests of those involved. Staff should consider the risks of not intervening, for example if no intervention is made and the pupil causes serious injury to another.

Examples of when restrictive intervention may be used:

- preventing a pupil from hurting themselves or others
- preventing a pupil from harm or danger
- preventing serious damage to property
- removing a disruptive pupil if they present a serious risk to safety or order
- preventing disorder during learning, playtime or off-site activities
- stopping a pupil from leaving where doing so would put them or others at risk
- to safeguard pupils

Staff should continue to use calm communication during any intervention to reassure them and let them know what is happening and why. The restraint should:

- only involve the minimum of force necessary to restrict movement
- only be used temporarily until the risk has passed
- should avoid bringing pupil to the ground

The pupil should be released slowly and safely when it is felt they are sufficiently in control of their emotions. If the restrictive intervention appears to escalate rather than reduce the risk, staff should reassess the situation and modify or cease the intervention where safe to do so.

Actions staff must not use

Staff must not use restrictive intervention as a disciplinary penalty or punishment. Staff must never deliberately restrict a pupil’s airway, breathing or circulation, including pressure to the neck, mouth, nose, chest or abdomen. Staff must avoid prone or ground-based restraint. If this occurs unintentionally, the pupil must be released as soon as it is safe to do so. Staff must not use force that is excessive, degrading, unsafe, intended to cause pain, or unrelated to reducing immediate risk. Staff should not use any contact that may amount to a criminal offence such as assault.

Vulnerable pupils and reasonable adjustments

Oakwood recognises that some pupils, including those with SEND, communication needs, sensory needs, mental health needs, trauma or other vulnerabilities, may be more likely to experience distress that could lead to restrictive intervention. Under the Equalities Act 2010, Oakwood must make reasonable adjustments to ensure any physical intervention and/or restraint does not disadvantage these pupils.

Where there is a known risk, Oakwood will use a **Positive Behaviour Plan** (Appendix C). This will identify triggers, reasonable adjustments, prevention strategies, communication approaches, preferred de-escalation, agreed responses, staff responsibilities and review arrangements. Positive Behaviour Plans should be developed with the pupil and parents/carers wherever appropriate and reviewed after any significant incident.

Prevention and de-escalation

Staff working at Oakwood should be alert to situations and circumstances that can lead to incidents that may require restrictive intervention, and take active steps to avoid incidents escalating. Environmental factors will be regularly reviewed such as the general school environment, particular times of day, supervision of pupils and specific risks for vulnerable pupils.

Staff should, where safe and appropriate, use de-escalation before considering restrictive intervention. This may include:

- reducing demands
- offering choices
- using calm and clear language
- distractions
- being curious not furious
- giving space
- removing an audience
- using known regulation strategies
- asking for support
- adapting communication for SEND or sensory needs.

Staff should:

- make the pupil and others present aware that the staff member is taking control of the situation
- ask other pupils to leave in order to calm the situation
- send for assistance from another staff member (particularly if restraint is likely to be needed). Generally, staff should not handle incidents requiring restraint alone and it is recommended that other staff attend the incident as soon as possible
- remain calm and respectful and speak slowly and clearly to the pupil to give reassurance and instructions
- where possible, before intervening, staff should warn the pupil clearly and calmly that physical force may be used to restrain them and they should be given an opportunity to comply with any instructions to avoid this
- be aware of their tone of voice and body language
- where possible, use minimal force/positive handling to gently guide the pupil away from danger (but be aware of risk to self)
- be aware of their own emotions and avoid allowing the situation to spiral

- if the pupil is pacing, try to remain still and avoid mirroring their anxiety
- keep a respectful distance and avoid encroaching on the pupil's personal space
- give the young person options so that they have an opportunity to resolve the situation in a dignified manner
- be specific to a pupil's SEND.

Immediate physical action may be required where delay would increase the risk of harm. Even then, staff should use the minimum force necessary, use the techniques listed above and continue to reassure the pupil.

Seclusion and restraint

Seclusion means detaining a pupil alone in a place away from others, including by physically preventing them from leaving, securing the place, or causing them to believe they will be punished if they leave. **Restraint** or **immobilisation** means restricting a pupil's movement, including by holding or binding part of the body, securing the pupil to a fixed/heavy object, or depriving them of a usual mobility aid. Oakwood will only use seclusion as an emergency safety measure. It must be supervised, last for the shortest possible time, be recorded, be reported to parents/carers and be reviewed.

Recording, reporting and monitoring

Staff must inform a senior leader as soon as possible after any restrictive intervention. The Designated Safeguarding Lead must be informed where there may be a safeguarding concern. Staff must record every significant incident involving use of force, and every seclusion/restraint incident, in writing as soon as possible and normally the same day (Appendix B).

Parents/carers must be informed in writing as soon as practicable and normally the same day (Appendix A). If informing a parent/carer is likely to cause significant harm to the pupil, Oakwood will follow safeguarding advice and report to another appropriate parent/carer, foster carer or the local authority as required.

Records will be stored on CPOMS, an electronic recording system, also used for behaviour and safeguarding incidents. CPOMS records will be monitored by senior leaders to identify patterns, repeat incidents, disproportionality for pupils with SEND or other vulnerabilities, training needs and changes needed to practice or the environment. Governors will receive regular anonymised information about the use of restrictive intervention.

Support after an incident

After an incident, staff will check for injury or distress, arrange medical attention where needed, support the pupil and staff involved, offer a debrief when everyone is calm (Appendix E) and consider whether the pupil's Positive Behaviour Plan (Appendix C) needs updating. Where a child does not have a Positive Behaviour Plan, one will be considered using a risk calculator (Appendix D).

The update to their Positive Behaviour Plan should consider what happened before, during and after the incident, whether intervention was necessary and proportionate, whether any reasonable adjustments are needed and how the likelihood of recurrence can be reduced.

Complaints
Complaints will be managed through Oakwood's Complaints Policy and Procedure. Allegations that a member of staff has harmed, or may have harmed, a pupil must be managed under safeguarding procedures and referred to the Local Authority Designated Officer where required.

Roles and responsibilities

All staff
- Be aware of the school policy and their powers and responsibilities regarding the use of restrictive interventions and restraint and their part in implementing this policy.
- Build positive relationships with pupils so that the need for high-level intervention is reduced.
- Use de-escalation techniques strategies in the first instance unless the situation requires an immediate physical response.
- Do not put themselves at risk when when using physical restraint.
- Be aware of any agreed adjustments to the policy and procedures that are in place for individual pupils who are vulnerable due to learning and other disabilities, autism or mental health difficulties.
- Record incidents where restrictive intervention or restraint have been used.

Senior Leaders
- Create a culture of respect and positive relationships between staff and pupils so that the need for high-level intervention is reduced.
- Ensure all staff receive appropriate training in behaviour management that promotes positive relationships, including de-escalation techniques so that they are confident to deal with incidents and only use restrictive interventions where necessary.
- Consider whether certain staff members should receive specialist training on restrictive interventions and restraint techniques.
- Assess any risk posed to staff and take steps to reduce these risks.
- Ensure staff are able to access medical treatment and take time off if injured.
- Ensure that the use of restrictive interventions and restraint is part of an overarching strategy of behaviour management and pastoral support within the school environment and that its use is closely aligned to the school's relationships and behaviour policy.
- Support staff to use restrictive interventions and restraint where this is within acceptable parameters and in line with school policies.
- Offer support to pupils and staff involved in incidents requiring restrictive interventions and restraint.
- Monitor incidents where restrictive interventions or restraint have been used.
- Ensure the policy on restrictive interventions and restraint is reviewed at least annually and more frequently were thought appropriate.

Appendices

Appendix A: Reporting to parents form

Appendix B: Internal recording form

Appendix C: Positive Behaviour Plan

Appendix D: Risk calculator

Appendix E: Debrief process

Appendix A: Reporting to parents

Student Name:	
D.O.B:	
SEND Code	
Identified SEN or disability	

Date of Incident	
Time of Incident	
Duration of Incident	
Duration of Restrictive Intervention	

Recording staff name:	

Location of Incident:

Type of Restrictive Intervention	
Physical restraint	☐
Non-physical restraint	☐
Mechanical restraint	☐
Chemical restraint	☐
Supervised seclusion	☐

Description of Restrictive Intervention

Justification for restrictive intervention Why the intervention was assessed as necessary (tick all that apply):	
To prevent harm to self	☐
To prevent harm to other children	☐
To prevent harm to adults	☐
To prevent damage to property	☐
To prevent loss of learning (see plan)	☐

Harm prevented by physical intervention with predicted levels (see Individual Plan) e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 child or young person's etc.

Is there any physical or emotional harm caused by the use of the restrictive intervention?	Y/N	Details:
Has the student indicated that this was caused by the use of restrictive intervention?	Y/N	Actions:

Who has received a copy of this report?		
Reported to:	Method of reporting (e.g. post)	Time and date of reporting

Appendix B: Internal recording form

Triggers:
Additional factors:

De-escalation techniques used (please state order in which they were used)

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	
Other (please specify)			

Number	Description of how technique was employed
1	
2	
3	
4	
5	

Restrictive intervention, in sequence.

Time	Technique	Shape	Staff name

Duration of restraint:		Duration of incident:	
Additional information and justification		Additional information and justification	

Unresolved Harm/ Details of damage to property (costs and details of harm to property and people, including medical intervention:

Management:	Details:	
How was the incident resolved?		
What are the protective and educational consequences?		
Has necessary student de-brief taken place?	Y/ N	
Has necessary staff de-brief taken place?	Y/ N	
Has the Risk Reduction Plan been reviewed?	Y/ N	
Was there involvement of external agencies?	Y/ N	

Name(s) of student witnesses:		

Verification of account by adult witnesses:			
Name	Staff signature	Verification	Date and time
		☐	
		☐	
		☐	

	Name	Signature	Date
Recording staff			
Headteacher (or delegated member of SLT)			

Appendix C: Positive Behaviour Plan

Positive Behaviour Plan

Name				**Age**		**DOB**		**Class**	
	Medical		**EHCP (Y/N)**	**Pathway**		**Date of Completion**		**Version**	1
	Information about the child: **Strengths**: 1. **Areas for development:** • **Strategies to prevent stages of crisis:** **<u>When arriving at school in the morning:</u>** **<u>Throughout the day:</u>** **<u>When leaving school:</u>**								
Key Staff involved with the child				**Quick Wins**					

Stages of Crisis & Support					
Stage of Crisis	**What types of behaviour are displayed?**	**What are the triggers?** What leads to this behaviour being shown?	**Preferred Support** Give examples of distractions, diversion, support needed etc.	**Specific Sensory Regulation Strategies**	
				Up Regulating	**Down Regulating**
1. Anxiety/Trigger Key staff to support at this stage					
2. Defensive: Escalation/ De-escalation Key staff to support at this stage					

3. **Crisis** Key staff to support this stage					
4. **Recovery** Key staff to support this stage					
5. **Depression** Key staff to support this stage					
6. **Restoration/Debrief** Key staff to support this stage					

CALM Communication			
Communication	**Awareness and Assessment**	**Listening and Learning**	**Making Safe**
Stance and posture Gesture Facial expression Intonation Scripts	Reading Behaviour Anticipating what might happen next Knowledge of handing plans	Give time and space Allow pauses for take up time Give them a way out	Objects Space Hotspots Safety responses

Further Information			
Safe Place(s)		**Any considerations for school trips**	
Staffing Considerations (Support/Avoid)		**Pastoral Team Comments**	

Appendix D: Risk Calculator

Risk Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Criminal offence				
Harm from absconding				

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
2	Incidents occur approximately on a monthly basis. The risk remains relevant.
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again
4	Incidents are daily or constant. The risk is persistent

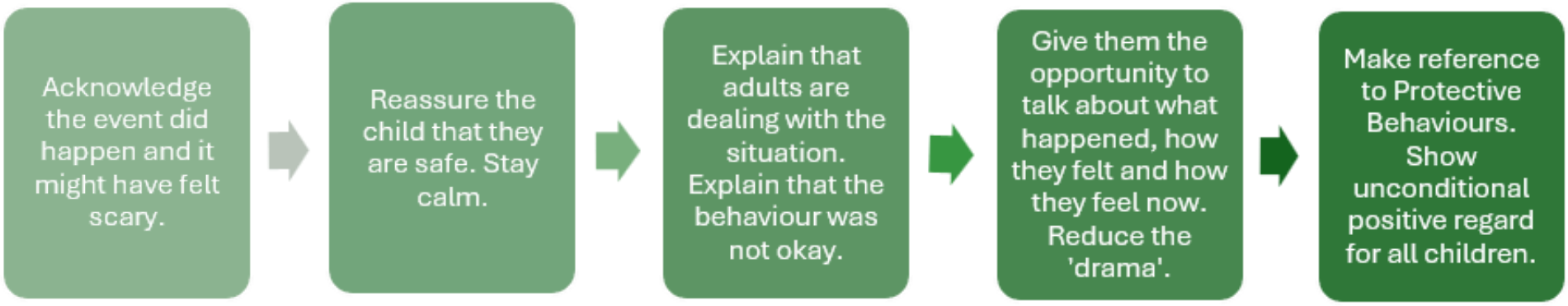
*Risks which score **6** or more (probability x seriousness) should have strategies listed on the plan*

Appendix E: Debrief process

The following debrief process may occur for the child who was physically restrained or secluded.



The following debrief process may occur for the child who witnessed the physical restraint or seclusion.



This aligns with Oakwood's relationships and behaviour policy.