

Restrictive Interventions Procedures and Policy Insert



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Signed:

A handwritten signature in blue ink that reads "Ruth Slater".

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SECTION 1: OMAT Restrictive Interventions Procedure

(Recording, Reporting and Monitoring)

1. Purpose

This procedure sets out the mandatory process for all OMAT schools when recording, reporting and monitoring incidents where restrictive interventions are used, in line with DfE guidance (April 2026).

It ensures:

- lawful, proportionate and safe practice
- consistent recording across all schools
- effective oversight by senior leaders, Governors and Trustees
- transparency with parents

2. Definitions

- **Restrictive intervention:** Any action that restricts a pupil's movement, liberty or freedom to act independently (physical or non-physical)
- **Reasonable force:** Minimum force necessary for the shortest time
- **Restraint:** A non-disciplinary measure that restricts movement
- **Seclusion:** Preventing a pupil from leaving a space
- **Non-force restrictive intervention:** Restriction without direct physical contact (e.g. blocking exit)
- **Significant incident:** Any use of force or restriction beyond normal contact

3. Core Principles

Restrictive interventions must:

- Only be used as a last resort
- Be necessary and proportionate
- Be used for the shortest time possible
- Never be used as a punishment

Staff must always prioritise:

- de-escalation
- prevention strategies
- understanding pupil need (especially SEND triggers such as anxiety, sensory overload, pain)

4. Determining if an Incident is a Restrictive Intervention

Staff must apply the following test:

“Could the pupil leave freely and without consequence?”

- **Yes** - Support strategy (no RI recording required)
- **No** - Restrictive intervention (must be recorded)

This applies particularly to the use of calming rooms or similar spaces.

5. Recording Requirements (Statutory)

5.1 Systems

All restrictive interventions must be recorded on Arbor MIS as a behaviour incident.

Schools may also wish to log incident information on CPOMs

5.2 Arbor Recording – Required Fields

The incident must be recorded as a behaviour incident on Arbor and it must be categorised by the type of incident using the **behaviour** drop down menu and selecting either:

- **Restraint**
- **Seclusion**
- **Non-force restrictive intervention**

Each incident must be logged against the individual child which will also ensure that all pupil characteristics (SEND/ vulnerabilities) will also be logged.

Additional, statutory information to be included:

- Names of all staff involved
- Date, time and location
- Duration of intervention
- Reason for intervention (risk being managed)
- Description of events (factual, concise)
- Any injuries or safeguarding concerns
- Post-incident actions and support

5.3 Timescales

- Incidents must be recorded as soon as practicable and no later than the same day

6. Parental Reporting (Statutory Duty)

Parents/carers must be informed of every significant restrictive intervention:

- As soon as practicable (normally the same day)
- Followed by a written record using a school template letter

6.1 Required Content of Parent Communication

The written report must include:

- Date, time and location
- Duration
- Why the intervention was necessary
- Type and degree of force/restriction used
- Any injuries sustained

6.2 Exceptions

Only where informing parents would risk serious harm to the pupil.

7. Post-Incident Actions

Following any restrictive intervention:

- The pupil must be supported to reintegrate
- Staff must check for distress, injury or safeguarding concerns
- The incident must be reviewed as soon as possible
- Staff and witnesses must receive support where needed

8. Monitoring and Oversight

8.1 School Level

Headteachers and SLT must:

- Regularly analyse Arbor data
- Identify:
 - frequency and patterns

- repeat pupils
- staff training needs
- links to SEND

8.2 Governance and Trust Oversight

Schools must ensure Arbor data is used to produce reports for:

- **Local Governing Committees (LGCs)** – reported by the Headteacher
- **OMAT Trustees** – collated and reported by the CEO

This enables robust scrutiny of:

- frequency and trends
- appropriateness of use
- staff training needs
- disproportionate use (particularly for pupils with SEND or protected characteristics)

This is a statutory safeguarding and equality duty.

9. Training Requirements

School leaders will ensure that staff are appropriately trained based on their role in school and the context of the school and pupils. Staff will have a secure understanding of:

- The school's behaviour policy
- Their responsibilities under the statutory guidance
- The school's procedures and recording expectations.

Where appropriate, the **National College Certificate in the Use of Restrictive Interventions** may be used to fulfil a minimum requirement

10. Use of Calming Spaces or similar (Aide Memoire – Mandatory Practice)

All schools must ensure that guidance on the use of calming spaces (or equivalent spaces):

- Is available to all staff at all times
- Is understood and consistently applied
- Supports safe and lawful decision-making

Key Decision Rule

Staff must ask:

“Could the pupil leave freely and without consequence?”

- **Yes** - Support strategy (not a restrictive intervention)
- **No** - Restrictive intervention (must be recorded)

Before Use (Prevention & Intent)

Staff must consider:

- Have de-escalation strategies been attempted?
- Is this being used as support (not a sanction)?
- Does the pupil understand the purpose?

Voluntary Use (Not a Restrictive Intervention)

All of the following must apply:

- The pupil chooses to go
- The pupil is free to leave at any time
- No physical blocking or restriction
- No language implying they must stay
- No consequences for leaving
- The pupil is not distressed

Triggers for Restrictive Intervention (MUST RECORD)

If **any** of the following apply, it is a restrictive intervention:

- The pupil is told or directed to go
- The pupil is physically guided, held or directed
- The pupil cannot leave freely
- Staff block or control exit
- Doors are locked or controlled
- Language implies they cannot leave
- The pupil shows they want to leave but cannot
- It follows or is linked to restraint

If any apply:

- **Record on CPOMS and Arbor**
- **Inform parents**
- **Follow safeguarding procedures**

During Use

- Appropriate supervision is in place
- Duration is as short as possible
- Regular checks with the pupil
- Dignity and safety maintained

After Use

- Support reintegration
- Check for distress or harm
- If restrictive:
 - Record clearly
 - Inform parents
 - Review patterns and support needs

SECTION 2: Behaviour Policy Suggested Insert: Restrictive Interventions (OMAT)

Power to Use Restrictive Interventions (DfE April 2026)

The school follows the Department for Education guidance (April 2026) on the use of restrictive interventions, including reasonable force.

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently.

Principles

Restrictive interventions will only be used as a last resort, where necessary to:

- prevent injury to themselves or others
- prevent serious damage to property
- prevent serious disruption to good order and discipline

Any use must be:

- reasonable in the circumstances
- proportionate to the risk presented
- for the shortest time necessary

Restrictive interventions will never be used as punishment.

Types of Restrictive Intervention

- Physical restraint
- Seclusion
- Non-force restrictive interventions

De-escalation First

Staff will prioritise:

- de-escalation strategies
- preventative approaches
- understanding pupil needs (including SEND)

Recording and Reporting

All significant incidents will be recorded.

A significant incident is one where:

- force has been used
- a pupil has been physically restrained
- a pupil or staff member has been injured
- the intervention was required to manage risk

All incidents will be recorded on the school's recording system (Arbor) and will include:

- the reason for the intervention
- the type of intervention used
- the duration of the intervention
- the staff involved
- the pupil involved (including SEND or additional needs)
- any injuries or safeguarding concerns
- actions taken following the incident

Parental Communication

Following an incident, parents/carers will be informed:

- as soon as practicable and no later than the same day other than in exceptional circumstances

A written record will include:

- date, time, duration
- reason for intervention
- type of force/restriction
- any injuries

Seclusion

Seclusion will:

- only be used when necessary
- be proportionate
- be supervised at all times
- be used for the shortest time if possible

It will never be used as punishment.

Use of Calming Spaces

The school follows the OMAT Calming Space Aide Memoire

- If a pupil can leave freely, this is a support strategy
- If a pupil cannot leave freely, this is restrictive intervention and will be recorded and reported to parents/carers

Physical Contact

The school cannot operate a 'no contact' policy as appropriate physical contact may occur for:

- care and comfort
- first aid
- guidance
- for the purpose of demonstration skills and techniques as part of teaching activities

These are not restrictive interventions and do not restrict liberty.

Monitoring and Accountability

Senior leaders will:

- monitor incidents via Arbor
- analyse patterns and trends

This information will be reported to:

- Local Governing Committees
- Trustees (via the CEO)

to ensure:

- appropriate oversight
- identification of disproportionate use
- compliance with statutory duties

Training

School leaders will ensure that staff are appropriately trained on how and when it is appropriate to use restrictive interventions based on their role in school and the context of the pupils.