

Care and Restrictive intervention Policy



Oastlers Policy

Approved by Governing Body On	December 2025
To be Reviewed On	March 2027
Signed on Behalf of the Governing Body	David Ward

Introduction

The school has adopted the framework 'Crisis Prevention Institute' (CPI) as our preferred strategy for managing disruptive, aggressive and or violent behaviour. It acknowledges the issue of trauma that children may have experienced and as such takes into account the impact of the use of restrictive interventions may have upon those who have experienced adverse childhood experiences and trauma.

The guiding philosophy of CPI, and that of the school, is that we offer:

CARE – for all our learners and ensure they are treated with respect, afforded dignity and empathy in a non-judgemental and person centred approach.

WELFARE – ensure learners are offered emotional and physical support and encouraged to develop independent skills, make positive choices in order to develop positive emotional and physical well-being.

SAFETY – ensuring our learners are protected, safeguarding their human rights and minimising risk of harm.

SECURITY – in the school so that it is a safe place, applying effective approaches to managing challenging situations in a harmonious, collaborative community which fosters positive relationships.

The policy has been developed in response to DfE guidance 'Restrictive Interventions, including the use of reasonable force' April 2026 (following the enactment of Section 93 and 93A of the 2006 Education and Inspections Act). It also takes cognisance of DfES, DOH Guidance for Restrictive Physical Interventions, 'Guidance on the use of restrictive physical intervention for children who display Extreme Behaviour in association with Learning Disability and/or Autistic Spectrum Disorder' (July 2002), Equality Act 2010 and the Human Rights Act 1998.

The policy should be read in conjunction with other school policies relating to interaction between adults and learners. These include:

- Relationships at Work Policy
- Safeguarding Policy including Code of Conduct
- Understanding Behaviour & Relationships Policy
- Equality Information and Objectives Policy
- Anti-Bullying Policy
- Safe Touch Policy
- First Aid and Medical Policy
- Health and Safety Policy
- Whistleblowing Policy
- School Complaints Policy

The policy has been prepared for the support of all staff who come into contact with learners and for volunteers working within the school to explain the school's arrangements for care and restrictive intervention protocols.

Purpose of policy

Good personal and professional relationships between staff and learners are vital to ensure good order in our school. It is recognised that the majority of learners in our school respond positively to approaches practiced by staff. This ensures the well-being and safety of all learners and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. The school acknowledges that restrictive interventions are only part of a whole setting approach to behaviour management.

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Every effort will be made to ensure that all staff:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary, and
- (ii) Are provided with appropriate training to support learners and staff with these difficult and challenging situations.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when learners, staff or property are at risk. As a member of the 'Restraint Reduction Network' we are committed to working towards creating a restraint free environment.

Underpinning Values and Principles

1. All people are entitled to equal enjoyment, social justice and the protection of human rights and fundamental freedoms. Regardless of the behavioural challenges learners may present, they will be treated with respect, dignity, and their *Care, Welfare, Safety* and *Security* will be maintained.
2. Oastlers School recognises that our learners will present challenging behaviours. We are committed to develop a personalised approach to care and support, which places the learner at the centre of everything we do.
3. We will endeavour to understand learner's needs and are committed to listening to our learners, parents and carers in order to deliver a high quality service.
4. We are committed to reviewing the use of restrictive practice so that it is not misused or abused and remains the last not first course of action.
5. All restrictive interventions will be recorded and reported. This ensures transparency and allow us to learn from each and every episode so that our service is continually improved.
6. Staff who are trained to apply restrictive interventions will be provided with training and clear information about the approach and how to complain if there is a concern about the measures that are implemented in school.
7. Learners who have been subject to restrictive intervention will be provided with access to someone in school who they can talk to about their experience and have access to support, including Restorative Justice procedures to help heal the experience, post incident.
8. Restrictive intervention will only be used as a last resort and will be used only when a situation is unsafe and if the learner, or others in close proximity, are in danger of immediate or imminent harm and where non-restrictive alternatives cannot be used or have failed.
9. When restrictive intervention has been applied, staff will be clear they have a clear and justified reason for the use of the intervention.
10. Where possible, the use of restrictive interventions will be a planned strategy, taking into account history, physical and emotional needs in order to minimise distress, trauma or risk of harm.

11. Staff will not use restrictive intervention that is considered degrading. Abusive or inhumane intervention will not be authorised. Restrictive interventions will not be used as a punishment or to coerce and is not a substitute for a lack of resources.
12. The use of skilled deceleration, de-escalation and non-restrictive interventions are fundamental to our person-centred thinking, positive behaviour support, recovery and social inclusion.

Implications of the policy

The 'use of reasonable force to control and restrain learners' (Section 93 and 93A of the Education and Inspections Act 2006) enables all school staff, by way of a legal power, to use physical intervention as is reasonable in the circumstances, to prevent a learner from doing, or continuing to do any of the following:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among learners at the school, whether during a teaching session or otherwise

Examples of situations where restrictive interventions may be used:-

- To support a learner to exit the classroom, in a dignified manner, where they have refused to follow an instruction that poses a risk of imminent or immediate harm to self or others.
- To prevent a learner behaving in a way that disrupts the good order of the school
- To prevent a learner from physically assaulting a member of staff or another learner or to stop a fight or other forms of extreme violence.

CPI Techniques

All CPI techniques taught within the CPI programme, which is accredited by the British Institute of Learning Disabilities (BILD), have been authorised for staff to use by the Headteacher.

CPI levels of restrictive interventions are either:

LOW – an intervention that may be applied when transitioning around the school, moving between locations, involving one or possibly two staff and a single learner. It may be necessary to apply a low-level intervention to *guide* learners safely to a quiet part of school to reduce tension, maintain the dignity of our learners and remove on-lookers that do not necessarily help a potential crisis. This intervention is applied when the learner is walking with minimal physical contact between staff and learner. It is not more than a gentle touch to the elbow for example that does not prevent, restrict or subdue movement of a learners body. This degree of touch does not give rise to any question of restrictive intervention, as such will not be recorded as a physical intervention.

MEDIUM – an intervention, whether standing or sitting, usually involves two staff and a single learner. The purpose of the intervention is to maintain the psychological principles to reduce the risk of slips, trips, falls or acts of violence. The intervention itself may include elements of restriction to prevent further escalation of crisis.

HIGH – an intervention which will involve two staff (or more) and a single learner but may involve staff exchange if the intervention is prolonged. The intervention may be standing or in a seated position with restrictions that prevents further violence, biting or other acts of violence that could result in imminent or immediate harm to staff or learners.

EMERGENCY SUPINE/PRONE – an emergency or unintentional use of a restrictive intervention to the ground to temporarily manage acute disturbance and/or extreme risky or violent behaviour. If this emergency or unintentional intervention is applied, staff will release the hold or re-position into a safer alternative or standing position as soon as possible.

All CPI interventions will be the least restrictive possible for the least amount of time. They will be applied in a calm and respectful manner and reasonable and proportionate to the situation.

All interventions will be reported electronically on the school's child protection software known as CPOMS.

The school will not divert from its guiding philosophy:

Care – Welfare – Safety – Security

Authorised staff

All members of school staff have a legal power to use reasonable force. (Section 93 and 93A, Education and Inspections Act 2006, cited in DfE, Restrictive Interventions (including the use of reasonable force) April 2026. However, at Oastlers School **only those fully trained by CPI can engage in the use of physical intervention**, therefore, it is not expected that any other staff become involved in this type of intervention unless there is an imminent threat or risk to significant harm, and until those qualified to support arrive to manage the intervention.

The Head teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last.

At Oastlers School **all** staff have had initial CPI training on:

- 'Prevention' including deceleration and de-escalation strategies
- 'Decision Making' management of extreme risk behaviours
- 'Disengagement' of high risk behaviours
- 'Post Crisis' approaches

Please note: only a number of specially trained staff from the school's pastoral support team can apply the LOW, MEDIUM and HIGH levels of restrictive interventions.

Training

CPI is a BILD accredited programme from CPI. CPI is an international training organisation committed to best practices and safe behavior management methods that focus on prevention. It has been in operation since 1980 and over 10 million professionals have participated in training programmes. Trainers are CPI Global Professional Instructors or Certified Instructors within organisations. Oastlers School is committed to implementing the accredited CPI philosophy.

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Further information about CPI can be found at:

www.crisisprevention.com

www.facebook.com/CPIUK

www.twitter.com/CPI_Europe

www.youtube.com/crisisprevention

The school has also joined the **Restraint Reduction Network**. Information about the group can be found at:

www.facebook.com/RestraintReductionNetwork

www.twitter.com/theRRNetwork

www.youtube.com/RestraintReductionNetwork

The CPI training programme is based on four major disciplines:

Philosophy – Providing Care, Welfare, Safety and Security

Psychology – Maintaining the therapeutic relationships throughout any intervention

Physiology – Understanding the biomechanical functioning of the body

Physics – Understanding the physical energy, force and motion

As with any use of restrictive interventions, CPI techniques seek to avoid any injury to learners, but it is possible that psychosocial (including trauma), soft tissue, articular or bony, respiratory or cardiovascular injury or other harm may occur and therefore must be acknowledged as risks associated with the use of restrictive interventions. These are not to be seen necessarily as failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the learner remains safe.

Strategies for supporting learners with challenging behaviour

Please refer to the school's Relationships Policy and Relationships at Work Policy for strategies used in school for managing behaviour.

Action after an incident

After every incident/crisis, procedures are in place for positive listening, learning and debriefing to support staff and learners. Relationships are essential to rebuild and repair to ensure that a positive learning environment is maintained. This philosophy sits alongside the schools Cycle of Repair' process.

- **Protect:** by not placing learners into a situation they are unable to manage
- **Relate:** understanding that relationships are fundamental to health and happiness
- **Regulate:** by providing ample opportunities to help reduce toxic stress levels
- **Reflect:** by offering conversations and restorative justice for learners to make sense of the incident

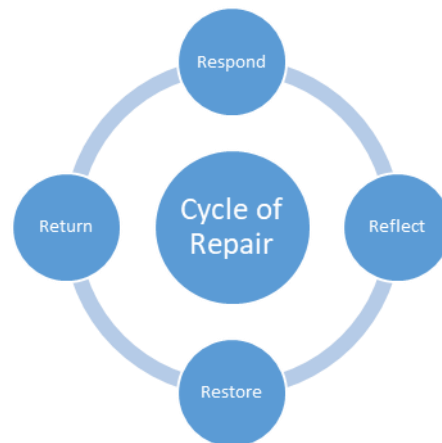
Where staff have been involved in an incident involving restrictive intervention will be granted the opportunity for a brief period of rest and relaxation and in the case of more serious incidents, access to counselling and support where appropriate.

The head teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a learner, this will be pursued through safeguarding/disciplinary procedures.

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Oastlers Cycle of Repair

Oastlers School operates a 'cycle of repair' process for those learners who experience distress or crises to enable them to recover and repair, through restorative practices, situations that have resulted in conflict. This is fully outlined in our Relationships at Work Policy.



Reflection Room

The purpose of reflection room is to provide learners with the opportunity to calm themselves when time out has failed. The use of the room is NOT a consequence. It is a strategy used to help learners to regain their composure and dignity to a situation that was fact becoming undignified. It is a considered first 'response' to bring about calm.

Investigation into the incident may take place in reflection room, which will likely be followed up in the school's sanctuary where the process or 'repair' will begin. This is likely to include 'restorative' justice to bring about a conclusion before 'return' to class.

These approaches are the core of the school's repair and must be followed by all staff. Referrals to the reflection room will be recorded, as outlined as a duty under the Schools (Recording and Reporting of Seclusion and Restraint) (No 2) (England) Regulations 2025. Data analysis of the reports help staff understand triggers to behaviours and therefore reduce risk of physical intervention.

Recording and Reporting

All staff will follow this school's recording and reporting procedures. Incidents will be recorded electronically on CPOMS as soon as practicable after the event but will endeavour to do this no later than the same day.

Appropriate documentation will be completed as soon as possible after the incident by all staff involved, normally within 24 hours. In the cases of medium and high holds, staff **must** report the incident to a senior member of leadership team, as soon as possible and before the end of the school day. Low holds will not be subject to formal recording.

Any injury to staff or learners must also be recorded in the Accident Book with details of any treatment provided. All learners will be checked by a qualified First Aider after physical intervention. Injuries will be reported to CBMDC Occupational Safety Section electronically through Incident Reporting Online Tool (RIVO), within five days of the incident. This system will report to the Health & Safety Executive as appropriate.

All incidents of medium and high holds will be reported to parents/carers, unless there is a signed agreement otherwise. Experience has shown that different families prefer to receive information in a variety of formats; we will seek to respond to parental preference and this may include a mixed menu of reporting mechanisms including standard letters, texts or phone calls. All reports to parents/carers will be logged on CPOMS.

Parents/carers will be invited into school to discuss an incident that necessitated the use of physical intervention post incident.

Monitoring of learner behaviour

Monitoring of learner behaviour will take place on a regular basis and the results used to inform planning to meet individual learner and school needs. This will be included in the Headteacher's report to governors, along with any concerns about the impact of behaviour on learners and staff.

Complaints

Any complaints about staff will be investigated through the School's Complaints Policy or under the BSCB policy for Managing Allegations against Staff.

Policies to read in conjunction with this:

- Relationships at Work Policy
- Relationships & Sex Education Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Understanding Behaviour & Relationships Policy
- Safe Touch Policy