



THE ORATORY SCHOOL (OS)

Restrictive Interventions (including Physical Intervention and Restraint) Policy

Policy Owner:	Designated Safeguarding Lead
Type of Policy:	Regulatory
Regulatory Body:	DfE
Relevant Legislation:	KCSIE 2025; Restrictive Interventions Guidance (DfE 2026)
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The Oratory School is committed to providing a safe and happy learning environment, promoting equality, diversity and the wellbeing of all members of the community. It is our clear intention to promote good behaviour and to exercise our responsibilities in ensuring the Safeguarding and welfare of all pupils and staff within the community. This policy should be read in conjunction with the School's Good Behaviour and Sanctions Policy.

The School is committed to a positive behaviour framework which encourages pupils to regulate their behaviour and make appropriate choices. We recognise, however, that on rare occasions pupils may find it difficult to manage their behaviour, resulting in situations in which restrictive interventions, including physical intervention, may be required to maintain safety.

Principles

The School's approach to restrictive interventions is based on the following principles:

- Restrictive interventions are used only as a last resort, when other strategies have failed or are not appropriate.
- Any physical contact will be limited to the minimum necessary to achieve safety.
- Interventions will maintain the safety, dignity and welfare of all involved.
- Restrictive interventions will never be used as punishment or to enforce compliance.
- Incidents will be recorded and reported to the Designated Safeguarding Lead as soon as possible. A MyConcern log will be kept of every instance of physical intervention or restraint.
- Parents will be informed of all significant incidents.

1. Legal Framework

This policy is informed by the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools (effective from April 2026), the Education and Inspections Act 2006, Keeping Children Safe in Education, the Equality Act 2010 and the Human Rights Act 1998.

Staff have the legal power to use reasonable force or other restrictive interventions when necessary to prevent a pupil from causing injury to themselves or others, committing a criminal offence, causing serious damage to property or creating serious disorder where safety is compromised.

2. Our Approach

The School seeks to avoid the use of restrictive interventions wherever possible and views them as an exceptional response. Staff are expected to use de-escalation techniques, clear communication and positive behaviour strategies at all times. Staff should exercise professional judgement, acting in loco parentis and within their duty of care, while not placing themselves at undue risk.

3. Use of Physical Intervention and Restraint

Where physical intervention becomes necessary, it must be applied as an act of care and control, with the intention of restoring safety and re-establishing verbal communication as soon as possible. Only reasonable and proportionate force may be used.

DO:

- Tell the pupil what you are doing and why.
- Use the minimum force necessary.
- Seek assistance from another member of staff where possible.
- Use simple, clear language.
- Relax restraint in response to the pupil's compliance.

DO NOT:

- Act in anger or use restraint as a punishment.
- Restrict breathing or circulation, or place pressure on the neck, nose, mouth or abdomen.
- Use prone (face-down) restraint.
- Hold a pupil on the ground unless exceptional and justified.
- Use techniques that cause pain, humiliation or distress.

4. Actions After an Incident

Following any restrictive intervention, the Designated Safeguarding Lead must be informed as soon as possible. Appropriate support and debriefing will be provided to the pupil and staff involved. A medical assessment will be sought where appropriate. Parents will normally be informed on the same day.

5. Recording and Reporting

All significant incidents involving restrictive interventions must be recorded, including the reason for intervention, nature and duration of force used, any injuries sustained, and follow-up actions. These records form part of the School's Safeguarding oversight and governance responsibilities. The Governing Body will review anonymised data on restrictive interventions to identify patterns, inform training and support the reduction of future incidents.

6. Pupils with SEND

Where a pupil has SEND, restrictive interventions must never be used as a substitute for appropriate support. Individual risk assessments, behaviour support plans and reasonable adjustments will be implemented, and patterns of intervention will be reviewed.

7. Risk Assessment and Planning

Where there is a foreseeable risk of restrictive intervention, the School will plan proactively, including the use of de-escalation strategies, identification of triggers, staff briefing, parental engagement and training as necessary.

8. Complaints and Allegations

Any complaint or allegation relating to restrictive interventions will be managed in accordance with the School's Complaints and Safeguarding procedures.

9. Review

This policy will be reviewed annually or earlier if required by legislative change or following a serious incident.