



Restrictive Physical Intervention **(RPI) Policy**

This policy does not intend to cover all eventualities, but to offer general guidance to staff and contribute to the insurance of safeguarding all parties. The decision on whether or not to use Restrictive Physical Intervention (RPI) is down to the professional judgement and individual assessment of the staff member(s) responding and should always depend on the surrounding circumstances, be in the best interest of the child and be proportionate and justifiable.

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1.0 Introduction

1.1 This policy is to be read in conjunction with all other school policies, inclusive of but not limited to, Positive Reinforcement Behaviour and Safeguarding Policy and DfE (2013) Use of Reasonable Force.

1.2 This policy is to be utilised and implemented in times where Reasonable Force / Restrictive Physical Intervention (RPI) is foreseen or has been required.

1.3 The school's philosophy to RPI is based on valuing and respecting pupils / children and young people (CYP) while taking into account each individual's special educational needs and the dignity of all by adopting a child centred approach, which remains underpinned by relevant theoretical models within our Positive Behaviour Reinforcement System (PBRS) and all the non-physical interventions that our Positive Behaviour Reinforcement Policy contains. RPI is used in the best interest of the CYP and as a response to presented or suspected behaviour(s) that challenge, safeguarding all parties and property surrounding them; this includes the management of violent and / or aggressive incidents in a controlled and caring manner by utilising staffs core training in the use of **Team- Teach** techniques or the implementation of Reasonable Force. **Team Teach** is our selected modality and is accredited by the Institute for Crisis Management (ICM).

1.4 The school attempts to provide a positive learning experience for all CYP by creating an environment conducive to a high quality of care. CYP are encouraged to discuss and alternatively address specific difficulties that could escalate to the implementation of this policy through the use of the school's PBRS, which mainly includes non-restrictive methods. RPI is to be used as a last resort, when all other options have been explored or an assessment is made that non- physical measures are inadequate due to the presenting circumstance.

1.5 CYP who attend the school have an individualised Wellbeing Support Plan (WbSP) - Level 1 Risk Assessment. CYP who either have a regular or an increased occurrence of this policy being implemented and / or a repeated reliance on the Proactive and Reactive Intervention Phase of our PBRS will require the completion of a Pupil Risk Assessment (PRA) - Level 2 Risk Assessment. These working documents are devised as a collaborative process involving staff and when appropriate CYP and their wider professionals, providing insight and evidence to the identified approaches that are necessary, proportionate and reasonable in non-restrictive interventions while offering a planned and consistent approach in responding to an escalation in behaviour(s) that challenge to the point of RPI. WbSP's ensure that staff intervention is from a Basic Functioning and Early Intervention Phase. PRA's are a framework and working document that aid staff to work within a Proactive and authorised Reactive Intervention Phase. The implementation of these result in the need for our Reactive Intervention Phase being minimised to emergency use only and a plan being devised where a core objective for 'reduction of RPI' is evident.

1.6 The school is transparent around the use of RPI and awareness of this policy is shared on induction with staff, CYP, professionals and parents.

1.7 The School defines an RPI as:

The use of physical contact to manage the resistance of an individual who intend to cause actual or potential risk or disorder, this being with force that is 'reasonable in the

circumstances', meaning using no more force than is needed.

1.8 Under staff's obligation in delivering a duty of care both on school site and during school outings, guidance is given that the use of RPI / Reasonable Force has been permitted by the Head Teacher (in line with the DfE 2013 Use of Reasonable Force guidance) in a response to CYP potentially or actually:

- **Harming themselves;**
- **Harming others;**
- **Causing damage to property;**
- **Causing disorder to the running of the school or outing; and / or**
- **Are suspected or in the process of committing a crime.**

1.9 Staff are to evidence that other less restrictive and intrusive method, as offered through the PBRs, had been considered, explored and failed or deemed as inadequate to the presented circumstances; and they acted in accordance with section 93 of the Education and Inspections Act 2006. Further legislation and government guidance incorporated in this policy includes:

- **The Education Act;**
- **The Education (Independent School Standards) Regulations 2015;**
- **Equality Act 2010;**
- **DfE Behaviour and discipline in schools - Advice for Headteachers and school staff (2016)**
- **DfE- Use of Reasonable Force Advice for Head Teachers, Staff and Governing Bodies- (2013);**
- **Department of Health and Department for Education and Skills- Guidance for Restrictive Interventions- July 2002; and**
- **Department for Education- Guidance on the use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties- 2003.**

1.9.1 The school does not promote the use of RPI to gain compliance from an individual, force control, as a punishment or as an act of revenge. This includes the lifting, carrying, pushing and pulling of an individual; except in times where Reasonable Force can be justified, or through a proactive plan (PRA) overseen and / or verified by a Team-Teach Trainer and authorised by a member of the Senior Leadership Team (SLT).

1.9.2 Our overall on-going objective is in the reduction of RPI being used, and CYP being able to self- regulate and become autonomous in times of dysregulation, as demonstrated through the school's Positive Behaviour Reinforcement Policy objective of Self-Governance.

2.0 Policy and Practice Guidelines

2.1 Staffs have a duty of care to use RPI / Reasonable Force when required and in the best interest of all parties. There is not an expectation for cover staff to use RPI. However, all staff that the Head Teacher has put in charge of CYP have the legal right to use Reasonable Force (as directed through staff induction and highlighted in guidance and legislation as listed above- 1.9). The SLT are to have a consideration in the placement of these staff ensuring an assessment has been made in relation to the safeguarding of all parties and reinforcing the Basic Functioning Phase of the school. The Head Teacher has the authority to permit the

use of force throughout the school. Where cover staff are used on a regular basis training will be provided in the use of Reasonable Force. However, through legislation / government guidance all individuals have the right to protect themselves and / or others through the use of force. In these times it must be demonstrated that no other options were available and the force used was professionally, ethically and legally defensible. Permanent certified Team Teach qualified staffs are to assist in a takeover when the opportunity arises and it is safe to do so. In times where this has occurred cover staff are to report directly to a Team-Teach Trainer for debrief and advice on the procedural points of this policy. In these times an Incident Review will be completed.

2.2 Staff joining the school with a valid Team- Teach certificate being transferred from another organisation / agency is to provide a copy of their certificate and summary of training covered to ensure their skills are transferable to the school. These staff will be required to attend a refresher course with a Team-Teach Trainer. The duration and outcome of this is dependent on the individual's skills and experience and based on the assessment of the trainer facilitating the event in liaison with the SLT. If the individual's certificate is not to the level of the school's - a 12 hr Basic Programme, they will only be permitted to use skills that they are qualified / certified in. If the incident requires further levels of intervention they are to swap with a fully qualified Team-Teach member of staff when the opportunity arises and it is safe to do so, if not possible then they are functioning under Reasonable Force.

2.3 The proper use of RPI requires skill and judgement, as well as knowledge of and training in non- restrictive intervention. All contracted frontline staff at the school are inducted and required to attend core training in our PBRS and in the use of Team- Teach techniques (12-hour certificate). Staff are equipped to use a variety of Team- Teach techniques in the management of behaviours that challenge, the main emphasis of this course being on the Basic Functioning, Early and Proactive Intervention Phases that the school offer and promote through our adopted PBRS.

The physical skills include:

Seated (preferred position)	
Caring C's	Responses to Management of Head
Single Person Double Elbow- applied as a supportive intervention in times of transitioning between the techniques that follow as outlined in the schools induction.	Help/ Support and Take Over Techniques
Two Person Single Elbow	
Responses to Management of Legs	

Standing	
Caring C's	Responses to Management of Head
Guides and Escorts	Support and Take Over Techniques
Single Person Double Elbow	Descending to the Floor
Two Person Single Elbow	
Responses to Management of Legs	

2.4 Restrictive floor interventions are not the school's preferred practice. However, awareness must be had to staffs duty of care under Reasonable Force if the circumstances were to arise. When this has been required, and disengagement is not possible, a Team

Teach Trainer must be called to the incident. An Incident Review will be conducted to identify the reasoning for the force used and to ensure this adheres to the criteria for Reasonable Force being used and in line with internal and external policy / guidance (please see Incident Review section).

2.5 The main obligation of staff, if safe to do so and at a variety of opportunity as demonstrated during core training, is to gradually disengage in times of descending to the floor and if necessary reengage in an alternative position.

2.6 Refresher courses are held to update skills in line with Team-Teach requirements, this is to be completed every 2 years. However, ad-hock training / refreshers are used as part of Training Needs Analysis (TNA) and to monitor staffs' retention of the school's underpinning theory base; also to update staff on changes to external and internal policy, guidance and legislation. However, additional training can be offered on the request of individual staff or to the discretion of trainers and / or the SLT; or as a result of conducted TNA, this being through an audit of each CYP's needs and / or generated evidence from central systems, observation, and feedback of practice or as an outcome of an Incident Review. The school has regular calendar slots to ensure Team-Teach techniques and other non- physical interventions are both retained and implemented in a satisfactory way through a process of Incident Quality Assurance.

3.0 General Advice

3.1 Ideal practice in the physical management of CYP is from the use of core training, such as Team-Teach technique. However, awareness is to be had that under **Reasonable Force** improvisation and adaptations in skills may be required. Staff must be aware that in times of using any skill outside of core training they are functioning under **Reasonable Force**, to which they must be able to justify their actions through ensuring that it was **necessary, proportionate** and **reasonable** within the circumstances. In times of **Reasonable Force** being used staff are to report directly to a Team- Teach Trainer, who will then formally inform the RPI Coordinator / SLT and an Incident Review will be completed.

3.2 The use of any form of RPI is reportable, recordable and should always be considered as the last resort or required due to other non-restrictive interventions being inadequate.

3.3 A minimum of 2 staff to be present, unless justified otherwise.

3.4 Fewer well briefed, informed and trained staff is likely to be more effective. Staff entering an incident are to assess and follow guidelines from core training.

3.5 'Help Scripts' are to be used in line with core training-

a) On approach:
"Help is available"

This offers opportunity for staff to give advice on where available staff would be best used. Staffs without direct roles or responsibilities are to disperse and return to normal duties.

b) On an observation of concern:

“I'm here to take over!”

This is a direct message to staff; the member of staff it is directed to must facilitate the take-over process and leave the incident.

c) Staff are to support each other by informally debriefing on incidents through a Collective Reflection Process. Where staff observe a need for further more formal debriefing they are to coordinate this internally, if this results in cover difficulties then the SLT are to be informed to make necessary arrangements. It is the responsibility of the staff team to report any observations and, if required, individually access available or necessary support through the SLT and / or RPI Coordinator post incident if the support received from colleagues has not sufficed;

d) Where there have been concerns in relation to an observation of inadequate management of CYP or conduct of a staff member is in question and a Help Script has been used staff are obligated to report these to the RPI Coordinator and SLT.

3.6 Staff without a direct role to play in the management of the incident are to disperse and return to their duties.

3.7 Self Care-

a) Keep items of jewellery to a minimum to reduce the risk of injury and damage to valuable belongings;

b) Consideration to the length of ones' nails is to be had to ensure the safety of CYP;

c) Wear appropriate clothing for the environment you work within and in line with recommended dress code. The school has a 'no sandals / flip-flops policy' and requires that feet are fully covered.

3.8 Communication-

a) It is more effective for one staff member to talk at each time. Communications are to take into account other training and staffs theoretical knowledge;

b) Adopt a '**talk through the child**' approach. In some situations, it may be appropriate not to talk to the individual until a suitable point has been reached.

3.9 Positioning and movement-

a) Completely stopping an individual from moving can cause further escalation and distress and may increase the risk of soft tissue damage or muscular strains, exacerbating the risk of acidosis and positional asphyxia:

'Positional asphyxia, also known as **postural asphyxia**, is a form of **asphyxia** which occurs when someone's position prevents the person from breathing adequately'

b) In an emergency staff are to respond in line with core training - seizing the intervention and seeking medical support immediately and gain the coordination of a SLT member;

c) The resistance / struggle of an individual is to be correctly assessed and interpreted by staff, with a clear consideration to this being a form of communication. Every attempt is to be

made to make the CYP as comfortable as possible by changing positions and levels on a frequent basis. Ultimately, the school's philosophy is to use disengagement proactively - this being by adopting a '**let go to calm approach**', meaning that staff may let go of the individual to enforce a de-escalation, this only being when assessed that it is safe to do so and by using a graded response - the changing of levels of intervention and techniques used;

d) Managing and limiting movement is far more effective and less distressing and risky for the individual(s) involved than forcing the CYP to stop altogether;

e) A hierarchical approach is preferred - ranging from lower to higher levels of intervention, skills are to be reduced in the same manner;

f) Staff to remain aware of 'avoided areas of the body' in line with guidance from core training;

g) Every action taken must always be justifiable through evidencing it was **necessary, proportionate** and **reasonable** and the minimum amount of force was used for the minimum amount of time.

4.0 Recording, Reporting, Post Incident Support, Analysis and RPI Reduction

4.1 Staff are to revise and update WbSP's and PRA's post incident.

4.2 Taking into account the school's 6 Stages of Response de-brief after de-escalation is of paramount importance. The school perceives the De-escalation Stage as an opportunity to learn about the individual and identify behaviour patterns, as well as offer a chance for all parties to reflect and repair - offering a Reparative Process, ensuring that if future incident was to occur it would be responded to within a personalised approach and at a level of Early or Proactive Intervention Phase having an outcome of reduction and Positive Change. Debrief is an inclusive process and what is learnt is to be documented through CYP's WbSP's and where required PRA's.

4.3 Staff Members Compulsory Requirements Post Incident

Phase 1) CYP debriefed on the incident - this must be offered. However, an awareness is to be had on staffs timing, ensuring that this is appropriate and not going to escalate the situation;

Phase 2) First aid assistance - this must be offered post incident or immediately in times of an emergency. In times of a visible injury medical intervention is to be insisted, if denied then staff are to seek guidance from the SLT;

Phase 3) CYP to be reintegrated - this must be in line with core training guidance;

Phase 4) Delegate procedural responsibilities of reporting and recording - staff are to discuss and allocate responsibility of informing, as follows:

- Parent(s) / Carer(s) - where possible before the child returns in to their care;
- Local Authority Social Worker (LASW) - by 17:00hrs on the day of the incident (email template can be obtained via Teacher Share);
- Supervising Social Worker (SSW) - by 17:00hrs on the day of the incident (email template can be obtained via Teacher Share);
- The class lead;

- **In times that cover staff have used force they themselves are to report to a Team - Teach Trainer who in turn will inform the SLT;** and
- Entry on Sleuth (to inform RPI Coordinator) - within 24hrs of the incident.

In times of concern, injury or allegation / complaint immediately inform:

- Designated Safeguard Lead (DSL); and
- RPI Coordinator.

Phase 5) Recording - the incident is to be logged on Sleuth within 24hrs. If staff require assigned time to complete this action it is their responsibility to negotiate with the class lead and / or the SLT within the timeframe stated above.

It is the responsibility of CYP's parent / professionals to request RPI reports. In times where professionals require the circulation of reports they are to be advised to request these directly from the RPI Coordinator, as stated on the email template, which can be obtained via Teacher Share.

4.4 Office Use - Compulsory Requirements Post Incident

Where appropriate and evident that the individual has the capacity to engage in this stage of the process a debriefing of CYP with a neutral professional will take place and be recorded on the incident report - best practice is that this would be completed by a the Wellbeing Department, Team- Teach Trainer or SLT member. The completion of this follows the following hierarchical structure:

Stage 1: An Informal Talk - conducted by a designated neutral professional and logged on Sleuth as RPI Pupil Comments. In times of concern or allegation the incident will be referred to the SLT and stage 2 will be implemented;

Stage 2: A Formal Pupil Interview - conducted by the Senior Leadership Team and logged on Sleuth as SLT Pupil Comments.

The following questions will be asked with the sharing of the report:

- 1) Do you agree with the description of the incident?
- 2) Do you understand and agree with the use of RPI?
- 3) What are your accounts of the incident?
- 4) Do you wish to make a complaint?
- 5) Was an injury caused?
- 6) What can support you and be done differently in the future?

5.0 Allegations and Incident Reviews

5.1 In times of an allegation / complaint from CYP or another in regards to staff's management / conduct of an individual the following structure will be implemented:

Step 1) Witness to report to the SLT / DSL as stated in Phase 4 of Reporting and Recording section of this policy; and

Step 2) DSL to complete action of coordinating the reporting of this to the Local Authority Designated Officer (LADO) gaining consultation in regards to the school's response to the

allegation / complaint.

5.2 Internal Investigations are known as an Incident Review, which are conducted in response to advice from the LADO in regards to an allegation being made or as a result to the use of force outside of Team - Teach to ascertain whether it was 'reasonable in the circumstances' through the implementation of the following structure. The school also activate an Incident Review as part of Outstanding standards. However, the structure below does not need to be fully completed, meaning that a certain stage of the structure may be sufficient or bypassed in concluding on an outcome of either 'Further Action Required' or 'No Further Action Required':

- Review and analysis of the report by the RPI Coordinator, SLT, Team - Teach Trainers and / or DSL;
- A Formal Pupil Interview will be conducted as stated above;
- Debriefing of all staff members involved and their accounts are to be recorded;
- Actions to be taken in reflection of all accounts received;
- Informing of Parent(s) / Carer(s), if deemed as appropriate by the SLT;
- Informing of professionals i.e. Supervising Social Worker (SSW) and Local Authority Social Worker (LASW);
- A Conclusion Meeting, involving the RPI Coordinator, SLT, Team - Teach Trainers and / or DSL- this is to be formally documented;
- Completion / update of necessary documentation i.e. WbSP or PRA;
- A restorative process; and
- An allocated session to be arranged for the concerned party in the refreshing of Team - Teach techniques and the use of the school's PBRs - Retrain.

5.3 All Staff at the school have an obligation through the Whistle Blowing Policy to both appropriately and professionally challenge one and other and support colleagues in time of concern, this is achieved through implementing 'Help Scripts' and then reporting their necessary intervention / interjection or their observation of concern to the SLT and RPI Coordinator. In times where it is perceived that the implementation of this section has not been sufficient enough and the outcome is being contested then the school's Complaints Policy is to be offered.

6.0 Fit to Practice

In times where staffs are 'Unable to use RPI' they are to complete the necessary form and forward this to the school's Human Resources (HR) Department for processing, obtainable via the HR Department.

7.0 Procedure Summary and Checklist

