



Restrictive Physical Intervention Policy

As a Catholic school where we 'Welcome One Another as Christ Has Welcomed Us,' every child is enabled to learn and grow in a loving, respectful environment. As such our 'Anti-bullying and Behaviour Policy' outlines positive strategies to nurture positive behaviour of children. However, there are occasions when restrictive physical intervention (RPI) is an appropriate response to the risks presented in a particular situation. Whilst this is the case, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Underpinning Principles

- The use of force should, wherever possible, be avoided.
- There are occasions when the use of force is appropriate.
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

DfE Guidance states that no school should have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

Legal Context

All members of a school staff have a duty of care to ensure the safety of the pupils in their care.

Any citizen has the common law power to intervene in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence. Section 93 of the Education and Inspections Act 2006 gives all school staff (or other people authorised by the Headteacher) the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- Committing an offence.
- Causing injury, or damage, to a person or the property of any person (including the person themselves).
- Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.

Terminology

Restrictive Physical Intervention refers to a situation where a member of staff uses force Intentionally, to restrict a child's movements against his or her will.

School staff refers to anyone employed by the Governors of St Werburgh's Catholic Primary School who has control or charge of children.

Child refers to any child or young person attending St Werburgh's Catholic Primary School.

Parent refers to parents or carers who have parental responsibility for the child.

Principles for the use of Restrictive Physical Intervention in schools

Restrictive Physical Intervention should only be used in the context of wider behaviour policies and procedures which promote positive behaviour. There are occasions when restrictive physical intervention is an appropriate and reasonable response to the risks presented in a particular situation. Restrictive physical intervention should only be used when there is no alternate, less intrusive, course of action.

Force may not be used as a punishment and any use of restrictive physical intervention should be consistent with the DfE guidance on the "Use of reasonable force: advice for headteachers, staff and governing bodies" 2012.

Members of staff should not be required/advised to carry out any form of restrictive physical intervention which will put themselves at risk.

Circumstances when Restrictive Physical Intervention can be used

Section 93 of the Education and Inspections Act 2006 gives all school staff the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- Committing an offence.
- Causing injury, or damage, to a person or the property of any person (including the person themselves).
- Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.

The most usual circumstances where reasonable force might be used is when a child's behaviour is likely to cause personal injury, harm to others or serious damage to property. Members of staff should be very cautious about the use of force in other circumstances and should remember that force should only be used as a last resort and in line with the principles above.

What is reasonable force?

The DfE guidance provides the following clarification:

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury. It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

Who can use Restrictive Physical Intervention?

All staff can use restrictive physical intervention to maintain safety in an emergency consistent with the principles of common law.

The 2006 Education and Inspections Act gave all teachers and other school staff, who have control or charge of pupils, the statutory power to use reasonable force.

The Head Teacher can authorise other people to use force e.g. other adults who might be helping with a school trip.

Planned versus unplanned Restrictive Physical Intervention

It is important to distinguish between the use of restrictive physical intervention in planned Circumstances, compared to an unplanned, emergency situation.

Planned Restrictive Physical Intervention

When pupils present particularly challenging behaviour their One Page Profile should outline:

- Communicative function of the behaviour.
- The environmental changes to be made.
- New skills to be taught.
- How these will be reinforced.
- Reactive strategies (if the pupil's behaviour presents a significant risk, RPI may be identified as one of the reactive strategies).

Risk assessment

When it is likely that a child's behaviour may necessitate the use of RPI as one of the reactive strategies a risk assessment MUST be carried out using the format in Appendix 1.

Positive Handling Plan

When the One Page Profile and risk assessment indicate the likely need for school staff to hold or restrain a child to prevent an injury, the school should record this in a Positive Handling Plan.

The information in the risk assessments will help to inform this plan which will outline:

- Who has been consulted about the plan.
- The type of physical intervention to be used.
- Which adults are authorised to use this intervention.
- Parental consent for the plan.
- Headteacher authorisation for the plan.

The recommended format for a Positive Handling Plan is included in **Appendix 2**.

Recording the use of Restrictive Physical Intervention

When restrictive physical intervention has been used, whether in a planned or unplanned way, schools should record this within 24 hours using the format in Appendix 3.

Informing parents

Parents should always be informed of any incident involving physical intervention. Parents should be included in any review of a pupil's Individual Education Plan which takes place as a result of an incident of RPI.

Post incident support

Any incident involving RPI is likely to be highly emotional and distressing for all pupils and staff involved, whether they are involved directly or as observers. Support should always be made available to the staff and pupils involved. This should be offered in a timely manner when individuals are sufficiently calm to be able to talk about the incident.

It is important to help pupils understand why RPI was used, allow them to explain how they felt about it, the triggers for their behaviour and explore how they could make different choices about how they behave in the future to reduce the need for this type of intervention. This information can then contribute to the One Page Profile around the pupil's behaviour. Staff will need an opportunity to talk about the incident, how they feel about it, how it might impact on their future relationship with the pupil and how this can be addressed. This should also include a discussion about how the incident could have been managed differently. The support given to staff and pupils should be recorded in the follow up action section of the RPI incident record form.

Unplanned Restrictive Physical Intervention

In an unexpected, emergency situation, the member of staff must make an immediate mental assessment of risk and act accordingly to maintain the safety of all involved.

The procedures outlined above for recording the incident, informing parents, support for those involved and future risk assessment should all be followed.

School staff will not be expected to act in a way which puts themselves at risk of injury.

Monitoring the use of Restrictive Physical Intervention

The use of RPI within a school should be monitored by the Senior Leadership Team of the school. Parents and pupils should be involved in such a review.

Concerns and complaints

If staff follow the RPI Policy, fully involve parents in planning for pupils with challenging behaviour and always inform parents of any incident which has required RPI, then complaints should be avoided. However, when a parent makes a complaint about the use of force by a member of the school staff, it must be taken seriously and addressed by the headteacher, under procedures for allegations against staff.

Training on Restrictive Physical Intervention

Training on RPI must always be carried out in the context of an overarching approach to promoting positive behaviour in school in line with the Mission Statement.

As part of the start of year procedures this policy will be revisited to familiarise all school staff of:

- their responsibilities with regard to RPI
- de-escalation techniques

Conclusion

Recognising that RPI may on occasion be appropriate, the systems put in place through this policy will ensure that its use is minimal and as a last resort. We will always seek to use positive strategies to manage behaviour.

Agreed at Full Governing Body meeting 8th March 2022

APPENDIX 1 – RISK ASSESSMENT

Behaviour Causing Concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing			
Verbal			
Kicking			
Hitting			
Biting			
Damaging Property			
Running Off			
Refusing to move			
Fighting			
Other – be specific			

Target of Behaviour: Who is it directed towards (self, other pupils, staff, property etc).

Likelihood of Behaviour:

V = very likely; evidence suggests more likely than no to occur.

L = likely; there is a possibility that the behaviour will occur again.

U = unlikely; the context has changed or can be changed to make it unlikely to happen again.

Seriousness of Behaviour:

A = behaviour would cause physical injury; beyond first aid, serious distress, extensive damage, prolonged disruption.

B = injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines.

C = no physical injury or damage to property, minor distress or disruption.

Environmental changes which may reduce likelihood of behaviour

Preventative Measures	In Place	Action by Whom	Appropriateness to be recorded
Seating/position in classroom			
Curriculum activities appropriately structured, supported and engaging			
Opportunity to have time out to calm down			
Pupil involved in planning and review			
Parents involved in planning and review			
One Page Profile in place			
Opportunities and support to learn new social/emotional skills			

Regular feedback about positive behaviour			
Alternative activities available at break			
Communicative function of behaviour understood			
Opportunities to teach new skills			
Other – be specific			

Early warning signs for this pupil are:

Reactive Strategy	In Place	Action by Whom	Appropriateness to be recorded
Removal of trigger			
Distraction			
Calming time			
Take up time			
Give physical space			
Verbal support			
Use calm voice			
Redirection			
Physical intervention			
Other – be specific			

Risk Assessment Summary

Challenging behaviour risk assessment summary for:		Completed by:		Completed on:	
Behaviour(s) causing concern i.e. inherent risk	Seriousness (A,B or C)	Key preventative strategies i.e. moderating action	Key reactive strategies and residual risk remaining		

Signed:

Name:

Role:

Date:

APPENDIX 2 -POSITIVE HANDLING PLAN

Pupil Name:

Date:

People involved in developing this plan(must include parents/carers):

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Why does the child require a PHP?

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Details of the strategies that:

Create the most appropriate environment for this pupil making it less likely that physical intervention would be required.
May de-escalate a situation.

Detail the hold or holds that would be used (if there were a need to hold the pupil firmly to prevent harm to themselves or others).

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Details of the persons authorised by the headteacher to hold the pupil if necessary:

Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:

I, the parent/carer of _____ have discussed this positive handling plan and agree to _____ being held safely if their staff assess that there is no alternative for his/her own safety or the safety of others.

Signed _____ Date _____

On behalf of the staff of St Saviour's Catholic Primary and Nursery School, I undertake to ensure that we inform the parents/carers of _____ on each occasion that we have to hold for safety.

Signed _____ Date _____

Headteacher

Date of review of plan: _____

APPENDIX 3 – REPORT OF INCIDENT INVOLVING PHYSICAL INTERVENTION (To be attached to CPOMS)

Date of incident: _____ Time: _____

Pupil involved: _____

Staff involved: _____

Pupil witnesses: _____

Circumstances leading to the incident where restrictive physical intervention was used:

Describe all attempts to de-escalate the situation and avoid physical handling:

Physical Intervention:

Reason for using physical intervention

Was the pupil/staff concerned at risk of injury?	YES/NO
Were other children liable to injury?	YES/NO
Was property about to be damaged?	YES/NO
Was the child trying to run away?	YES/NO
Was good order/discipline being compromised	YES/NO
Was this used as part of a planned intervention (If yes, attach Positive Handling Plan)	YES/NO

Describe the type of physical intervention used. If pupil was held state approximate duration.

If more than one member of staff was involved, each should record their actions separately and attach to this form. Are other records attached? YES/NO

Behaviour following the physical intervention

Describe pupil's behaviour from point when hold was released until either supervision was handed over to someone else or normal activities were resumed.

Injuries (include details of medical attention):

To Pupil

To Staff

Signed _____

Date _____

Incident Involving Restrictive Physical Intervention – Follow up action:

a. Parents notified of incident

Time:

Date:

By whom:

b. Post incident support for member of staff

Date:

By whom:

c. Post incident support for pupil

Date:

By whom:

d. SLT overview of the incident

- Could other preventative measures have been used? YES/NO
- Were reactive strategies effective? YES/NO
- Is the risk assessment still valid? YES/NO
- Should the plan be adapted? YES/NO

Signed: _____

Position: _____

Date: _____