



Restrictive Physical Intervention

Chatten Free School

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Approved by:	Head of School (LGB aware)
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Purpose

The purpose of this policy is to ensure the safety of all pupils and adults in the school when dealing with incidents that may warrant the use of some form of physical intervention.

It has been written in consultation with staff and governors, taking into account the Department for Education and Department of Health's guidance on Reducing the Need for Restraint and Restrictive Intervention - Section 550A of the 1996 Education Act sets out what staff in schools may legally do to restrain pupils. The act states that:

"A member of staff of a school may use in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following:

- Committing an offence.
- Causing personal injury to or damage to the property of any person (including the pupil him/herself).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise."

Whilst recognizing the above this policy does not authorize staff to use any degree of physical contact which might reasonably be expected to cause injury. The schools underlying principles for restrictive physical interventions are as follows

- The use of restrictive physical interventions to control or restrain a pupil should wherever possible be avoided and used only as a last resort.
- There are occasions when the use of a restrictive physical intervention is necessary and appropriate.
- When the use of a restrictive physical intervention is necessary it should be reasonable and proportional to the circumstances, maintaining the safety and dignity of all concerned.
- Where a restrictive physical intervention is needed it should be removed as soon



as is practically possible.

- Members of staff may use such force as is reasonable (professional judgement of the situation) for the purposes of preventing a child from causing personal injury to any person including the pupil himself.

The Headteacher will ensure that all staff are conversant with the principles laid out in this policy and that all practices and procedures are followed correctly.

The Headteacher has commissioned training for all staff, training is provided by SAFE (Safer – Support – Aligned – Education) in association with ELITE.

SAFE and ELITE have been endorsed and approved via AOFA qualifications, in conjunction with Doctors and medical professionals and Norfolk and Norwich University Hospital Trust.

This policy should be seen as an integral part of the wider school behaviour policy. Thus, restrictive physical interventions are only used in the context of whole school strategies.

Policies to read in conjunction with this:

- Behaviour policy
- Building a behaviour support plan
- Positive touch

Avoiding the Need to Intervene Physically

Focus will always be placed on restraint reduction, using the least restrictive means possible. Positive and proactive approach to behaviour management will be used to further reduce physical intervention.

Anticipated physical intervention arrangements for students will be represented within a 'Managing challenging behavior assessment'

All individual behaviour support plans will all be supervised by an onsite Board Certified Behaviour Analyst.



Periodically training will be given to staff to emphasise the importance of avoiding physical intervention and to develop strategies that can prevent behaviours or diffuse situations that need this type of intervention. These may include:

- Avoiding confrontation.
- Giving take-up time.
- Allowing time out.
- Using a low calm voice.
- Adopting a non-aggressive posture with hands low.
- Removing any audience and leaving the teacher to manage the situation.
- Giving choices... allowing the pupil a 'way out'.
- Planning the physical intervention if possible by involving another member of staff (preferably senior staff).

Types of Appropriate Restrictive Physical Interventions

Physical interventions should only be used when the risks of employing an intervention are judged lower than the risks of not doing so. Any physical intervention should employ the minimum reasonable force and wherever possible, any audience will be removed. The use of hand held pads will be employed, reducing the need for additional intervention depending on the individual situation.

The school has adopted the SAFE (Safer support Aligned For Education) approach to physical intervention. This is a positive handling strategy that operates within a framework of risk reduction and a holistic approach to behaviour management. Chatten will always have at least one trained instructor for every 25 pupils who will provide regular training and advice for **all** staff members. (SAFE Techniques and Guidance documents)

Physical intervention can take a variety of forms. These might include:

- Physically interposing between pupils
- Blocking a pupil's path, only when there is potential for harm to the pupil or to others.



- Holding to defuse or prevent escalation.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the middle of the back.
- In extreme circumstances using more restrictive holds in line with the SAFE training.

Physical contact in other circumstances

There will be occasions when physical contact with a pupil may be appropriate, other than that covered by section 550A of the 1996 Education Act. These may include:

- ◆ Demonstrating PE or CDT techniques.
- ◆ Physical prompts or blocking as part of an ABA program.
- ◆ Administering first aid.
- ◆ Where a pupil is in distress and in need of comfort (usually younger pupils).
- ◆ Physical prompts or help where a child's individual needs necessitate such contact.

Staff should take care in touching or holding a pupil in a way that might be deemed as inappropriate or indecent. Some pupils may find touching particularly unwelcome. This may be due to cultural background, experience of abuse or a condition such as autism. Staff will be made aware of any relevant information relating to particular pupils through the normal channels of communication within the school.

Physical contact with pupils becomes increasingly open to misinterpretation as pupils reach adolescence. Staff will take this into account when dealing with older pupils.

For more information on physical contact outside of RPI please see our positive touch policy.

Planning for Incidents

Where a pupil's behaviour is such that physical restraint may be needed more frequently a Managing challenging behavior assessment will be completed. The aim of this assessment



will be to identify strategies to manage the pupil in order to diffuse or calm situations. It will also include any restrictive physical intervention strategies that may need to be employed. The plan will be drawn up in consultation with parents so that they are clear as to what action may need to be taken and where there is an unmanageable risk to students and staff. All staff will be made aware of the plan and briefed as to the strategies.

Unplanned interventions require professional judgement to be exercised in difficult situations, often requiring split-second decisions in response to unforeseen events. Such decisions will include a judgement about the capacity of the child or young person at that moment to make a safe choice.

Where an unplanned intervention takes place steps should be followed to update the behaviour support plan and formalize future RPI where required.

Reporting and Recording the use of Restrictive Physical Interventions

Immediately after an incident staff involved will inform the Headteacher or a senior member of staff. The incident will be recorded as follows:

- A CPOMS report will be completed on the physical intervention including the following
 - The name(s) of the pupil(s) involved, where and when the incident took place and the events immediately before the incident.
 - The name(s) of any staff or pupils who witnessed the incident.
 - The reason for the physical intervention as opposed to any other strategy.
 - How the incident progressed, the pupils' behaviour, anything significant that was said by both pupil(s) and staff.
 - The type of intervention and how long it lasted.
 - The outcome of the incident and any further action
 - Details of any injuries suffered by the pupil(s) and/or members of staff.
 - Details of any damage to property.



- This information is automatically available for the Head of School to view
- The BCBA should be made aware so that a review of the BSP can take place.
- The behaviour itself should also be recorded via Hi-rasmus

Any incidents involving restrictive physical interventions will be monitored in order to ascertain their impact on staff development needs, the care of pupils and any need for additional support. The frequency with which pupils and staff are involved will also be monitored.

Post Incident Support

Incidents involving restrictive physical interventions can be upsetting for all concerned and can result in injuries to staff and pupils. After an incident has subsided pupils and staff will be offered emotional support and basic first aid for any injuries. Immediate action will be taken to access medical help for any injuries requiring it. All injuries will be reported and recorded in line with both school procedures and RIDDOR (Reporting of injuries, diseases and dangerous occurrences regulations 1995).

Involving Parents

Parents will always be informed of an incident involving their child giving them the opportunity to discuss any concerns. In discussion with the member(s) of staff involved the Headteacher or senior member of staff to whom the incident was reported will decide on whether the parents should be informed immediately or at the end of school and by whom. A decision will also be made as to the appropriate form of communication (whether parents are informed orally or in writing).

Complaints



The purpose of this policy is to provide protocols and procedures that should avoid complaints. However, staff should be aware that there is always the possibility of a dispute over the use of restrictive physical interventions and may lead to an investigation either under the school's disciplinary procedures or by the police and social services under child protection procedures. Any investigation would focus on whether the school's policy on the use of restrictive physical interventions had been followed. All staff will therefore be periodically reminded of the importance of being conversant with this policy.

Safe Techniques and guidance

For an overview of the techniques used under safe please see the separate document named 'Safe techniques'



Specimen risk assessment proforma

This risk assessment proforma related only to the RPI elements of a behaviour. The behaviour support plan should list Pro-active and early intervention strategies for individual pupils.

Name of child

Class group

Name of teacher

School

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk.	
Assessment of Risk	
In which situations does the risk usually occur?	



How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Signature Date

Agreed Behaviour Management Plan & School Risk Management Strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		



Reactive interventions to respond to adverse outcomes		
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Communication of Behaviour Management Plan & School Risk Management Strategy		
Plans and strategies shared with:	Communication Method	Date Actioned

Staff Training Issues



Identified training needs	Training provided to meet needs	Date training completed

Plans and strategies evaluated by:

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Relationship to child

.....

Date:

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