



## Use of Restrictive Physical Intervention Policy

<b>Approved by:</b>	Children's Committee	<b>Date:</b> 15 <sup>th</sup> March 2023
<b>Signed by:</b>		(Chair)
<b>Last reviewed on:</b>	February 2023	
<b>Next review due by:</b>	Spring 2024	

## **INTRODUCTION**

This document should be read in conjunction with The Oaks Behaviour Policy, The Oaks Behaviour Management Guidance Document and the Federation Statement of Behaviour Principles. This RPI document was correct at the time of writing / review but those reading should be aware that we systematically revisit and re-evaluate our practice. We do this regularly; when we examine the behaviour and RPI termly overviews, following any new advice from the DFE, when we report to governors and following any major incident

It is most important to note that there is no one correct way to support pupils who present with challenging behaviour. Pupils with learning, social, emotional or mental health difficulties need encouragement and understanding as well as clear boundaries. When pupils present with behaviour which puts themselves or others in danger we acknowledge that staff may need to use physical intervention techniques to keep everyone safe

### **Rationale**

Staff must develop their own understanding of behaviour as communication. They should take full part in discussion and training about how to meet an individual pupil's needs. Staff should be prepared to teach pupils the most socially acceptable way of communicating their needs and equip them with skills to function in the world beyond school (PFA).

If a pupil requires a physical intervention, it is vital that staff supporting them be trained in de-escalation, communication and safe and humane physical intervention.

All staff at The Oaks receive regular behaviour management and Team Teach training. They are trained in de-escalation, self-management and RPI techniques. At The Oaks there are three intermediate trainers.

### **Scope**

This policy covers all pupils who attend The Oaks Secondary school.

### **AIM of The Policy**

There are times when a pupils' behaviour presents particular challenges that may require restrictive physical intervention. This policy sets out our expectations for the use of such intervention. This document is designed to give an overview of the circumstances and incidents where a physical intervention might be used. How our practise is reviewed and monitored and by whom. It also includes how we support pupils and involve them and their families in managing behaviour

It is not intended to refer to the use of regular physical contact which might be appropriate in a range of situations, such as:

- giving physical guidance to children (for example in practical activities and PE)
- providing emotional support when a child is distressed
- providing physical care (such as first aid, physiotherapy or toileting).

This policy is consistent with our Safeguarding policy, and with national and local guidance for schools on safeguarding children.

**Definition:**

Restraint can take a number of different forms. These are outlined in the Equality and Human Rights Commission framework (March 19), 'Principles for the lawful use of physical, chemical, mechanical and coercive restrictive interventions'. This document describes restraint as,

'an act carried out with the purpose of restricting an individual's movement, liberty and or freedom to act independently'

At The Oaks some pupils have medication or physical aids, such as Sertraline or arm splints, which are prescribed by Health professionals following assessment. This type of support is not used to restrict liberty or freedom to act independently but to correct posture/physical disabilities or to reduce anxiety and enable access to learning. Some young people are physically escorted through the building or when out in the community. This is part of a planned personal handling plan designed to keep the pupil safe.

The Oaks, along with most Local Authority schools, does have an environment which may be seen to restrict one's liberty. For example, the grounds are surrounded by tall fencing and the external gates are all locked once the pupils are on the premises. The doors of the building are secure and there are double doors at the main entrance which only open independently with a security card. Classrooms which are not in use are also usually locked and some toilets are locked and opened by staff when a pupil has need.

These measures are in place in order to keep our pupils safe, physically and emotionally. In emergencies such as a fire, there are systems in place to ensure that a swift evacuation can take place.

For the purposes of this policy RPI is defined as follows...

*Restrictive physical intervention is when a member of staff uses force intentionally to restrict a pupil's movement against his or her will.*

All staff within The Oaks Secondary School aim to teach and support pupils to take responsibility for their own behaviour. We do this through a combination of approaches, which include

- positive role modelling
- teaching an interesting and challenging curriculum
- setting and enforcing appropriate boundaries and expectations
- providing supportive feedback.
- Designing personalised Behaviour Management Plans in partnership with pupils where possible
- Sensory Profiling

More details about this and our general approach to promoting positive behaviour can be found in our Behaviour Policy and Guidance documents.

**1. Principles for the use of restrictive physical intervention**

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing pupils' behaviour.

Restrictive physical intervention may be used only in the context of a well-established and well implemented positive behaviour management framework with the exception of emergency situations. We describe our approach to promoting positive behaviour in our Behaviour Policy.

We aim to do all we can in order to avoid using restrictive physical intervention. We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative.

However, there may be situations of such concern where we judge that we would need to use restrictive physical intervention immediately. We would aim to use restrictive physical intervention at the same time as using other approaches, such as saying, "Stop!" and giving a clear indication of what might happen next. Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves at risk. We will make parents/guardians aware of our Restrictive Physical Intervention policy alongside other policies when their child joins our school and via our website.

## **2. Duty of care**

We all have a duty of care towards the pupils in our setting. This duty of care applies as much to what we don't do as what we do. When pupils are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the pupil to another activity or a simple instruction to show the appropriate behaviour along with a clear indication of what might happen next. However, if we judge that it is necessary, we may use restrictive physical intervention.

## **3. Reasonable force**

When we need to use restrictive physical intervention, we use it within the principal of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.

## **4. When can restrictive physical intervention be used?**

The use of restrictive physical intervention may be justified where a pupil is:

1. Committing an offence
2. Causing personal injury to, or damage to the property of, any person (including the pupil himself or herself) or
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
4. Suspected of carrying weapons or other dangerous items (search)

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen. Restrictive physical intervention would only be used in exceptional circumstances, with staff that know the pupil well and who are able to make informed judgements about the relative risks of using, or not using, restrictive physical intervention; for example, stopping a younger / less able pupil leaving the school site. The main aim of restrictive physical intervention is to maintain or restore safety.

We acknowledge that there may be times when restrictive physical intervention may be justified as a reasonable and proportional response to prevent damage to property or to maintain good order and discipline at the school. However, we would be particularly careful to consider all other options available before using restrictive physical intervention to achieve

either of these goals. In all cases, we remember that, even if the aim is to re-establish good order, restrictive physical intervention may actually escalate the difficulty. If we judge that restrictive physical intervention would make the situation worse, we would not use it, but would do something else (seek help- internal or external, clear the area) alongside indicating what might happen next and issuing an instruction for the behaviour we want to see, consistent with our duty of care.

Our duty of care means that we might use a restrictive physical intervention if a pupil is trying to leave our site and we judged that they would be at unacceptable risk. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use restrictive physical intervention when we have control or charge of a pupil off site (e.g. on trips). We never use restrictive physical intervention out of anger or as a punishment.

## **5. Who can use restrictive physical intervention**

If the use of restrictive physical intervention is appropriate, and is part of a positive behaviour management framework, members of staff who know the child well should be involved.

However, in an emergency, any member of staff may be able to use reasonable force. All classroom staff at The Oaks are trained in the use of restrictive physical intervention. This is helpful in providing 'Knowledgeable eyes' throughout the school.

## **6. Planning around an individual and risk assessment**

At The Oaks many pupils have an Individual Risk Assessment, Personal Handling Plan and or a Behaviour Management plan, which may include the use of restrictive physical intervention. We ensure that all staff receive appropriate training and support in behaviour management as well as restrictive physical intervention. Staff have access to these documents and are regularly alerted to any updates, changes or reviews

We consider the staff and the pupil's physical and emotional health when we make these plans and consult with the pupil's parents/guardians. In most situations, our use of restrictive physical intervention is in the context of a prior risk assessment which considers:

What the risks are.

Who is at risk and how.

What we can do to manage the risk (this may include the possible use of restrictive physical intervention).

We use this risk assessment to inform the individual behaviour plan that we develop to support the pupil. If the behaviour plan includes restrictive physical intervention, it will be as just one part of a whole approach to supporting the pupil's behaviour. All documents are reviewed following any significant incidents

## **7. The behaviour plan outlines:**

Our understanding of what the pupil is trying to achieve or communicate through his/her behaviour :

How we adapt the school environment to better meet the pupil's needs

How we teach and encourage the pupil to use new, more appropriate behaviours

How we reward the pupil when he or she makes progress

How we respond when the pupil's behaviour is challenging (responsive strategies).

We pay particular attention to responsive strategies. We use a range of approaches (including humour, distraction, relocation, and offering choices) as direct alternatives to using restrictive physical intervention. We choose these responsive strategies in the light of our risk assessment. We draw from as many different viewpoints as possible when we anticipate that an individual pupil's behaviour may require some form of restrictive physical intervention. We also try to include the pupil's perspective. We involve the pupil's parents (or those with parental responsibility), staff from our school who work with the pupil, and any visiting support staff (such as Educational Psychologists, Speech and Language Therapists, Social Workers and colleagues from the Child and Adolescent Mental Health Services).

We review behaviour plans at least every 6 months, or more frequently if there are any concerns about the nature or frequency of the use of restrictive physical intervention or where there are any major changes to the pupil's circumstances.

We recognise that there may be some pupils within our school who find physical contact in general particularly unwelcome as a consequence of their condition, culture/religious group or disability. There may be others for whom such contact is troubling as a result of their personal history, in particular of abuse. We have systems to alert staff discreetly to such issues so that we can plan accordingly to meet individual pupil's needs.

## **8. What type of restrictive physical intervention can be used**

Any use of restrictive physical intervention by our staff should be consistent with the Principal of Reasonable Force. In all cases, staff should be guided in their choices of action by the Principals in section 2 above.

Staff should not act in ways that might reasonably be expected to cause injury, for example by:

- Holding a pupil around the neck or collar or in any other way that might restrict the child's ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding a pupil by the hair or ear

At The Oaks Secondary School staff are trained in Team Teach Techniques. More information about these techniques and their approval for use in school can be found at [www.team-teach.co.uk](http://www.team-teach.co.uk)

We do not plan for and do not allow, except in emergency situations, staff to use seclusion. Seclusion is where a pupil is forced to spend time alone in a confined space against their will. We may, however, use withdrawal or time-out in a planned way. We define these as follows:

Withdrawal involves taking a pupil, with their agreement, away from a situation that has caused anxiety or distress, to a place where they can be observed continuously and supported until they are ready to resume their usual activities.

Time-out is where a response to a pupil's inappropriate behaviour includes a specific period of time with low positive reinforcement as part of an overall intervention plan.

We actively work to ensure general training is accessed by our staff in the following areas which impact on pupil behaviour and in turn the use of RPI:

- legal issues policy and risk assessment
- Safeguarding
- behaviour management strategies
- Positive approaches to behaviour management
- de-escalation techniques
- Positive listening techniques
- Zones of regulation
- Recording and reporting
- Listening Matters, Connecting with Children, Mindfulness

A record of training is kept and monitored.

## **9. Recording and reporting**

We record any use of restrictive physical intervention using the School Intervention Record Sheet. We do this as soon as possible and in any event within 24 hours of the incident. A copy of this incident form is sent to the Safeguarding Lead / Team Teach Trainer. Incidents are analysed and reported to governors and parents. We inform each parent or carer by phone (or by email or note home with the pupil if this is not possible) if RPI has been used with their child. Social workers of Looked After Children would also be informed.

In some cases, we might need to inform the police, such as in incidents that involve the possession of weapons. This would be in line with the DFE document "Searching, screening and confiscation Advice for headteachers, school staff and governing bodies July 22"

*65. Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.*

## **10. Supporting and reviewing**

We recognise that it is distressing to be involved in a physical intervention, whether as the pupil being held, the person doing the holding, or someone observing or hearing about what has happened.

After a restrictive physical intervention, we give support to the pupil so that they can understand why it was necessary. Where we can, we record how the pupil felt about this. In all cases, we will give the pupil enough time following the incident, to be able to talk productively and learn from this conversation. If necessary, the pupil will be asked whether he or she has been injured so that appropriate first aid can be given. This also gives the pupil an opportunity to say whether anything inappropriate has happened in connection with the incident.

We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team. A key aim of our after-incident support is to repair any potential strain to the relationship between the pupil and the people that were involved in the restrictive physical intervention.

After a restrictive physical intervention, we consider whether the individual behaviour plan needs to be reviewed so that we can reduce the risk of needing to use restrictive physical intervention again.

## **11. Monitoring**

We monitor the use of restrictive physical intervention in our school. Mrs Crawford (Deputy Head/ DSL) is responsible for reviewing the records on a half termly basis, and more often if the need arises, so that appropriate action can be taken. The information is also used by the Senior Leadership Team and Governors when this policy and related policies are reviewed.

Our analysis considers equalities issues such as age, gender, disability, culture and religion issues in order to make sure that there is no potential discrimination; we also consider potential child protection issues. We look for any trends in the relative use of restrictive physical intervention across different staff members and across different times of day or settings. Our aims are to protect pupils, to avoid discrimination and to develop our ability to meet the needs of pupils without using restrictive physical intervention.

## **12. Concerns and complaints**

The use of restrictive physical intervention can be distressing to some of those involved and can lead to concerns, allegations or complaints of inappropriate or excessive use. In particular, a pupil might complain about the use of restrictive physical intervention in the heat of the moment but on further reflection might better understand why it happened.

In other situations, further reflection might lead the pupil to feel strongly that the use of restrictive physical intervention was inappropriate. This is why we are careful to ensure all pupils have a chance to review the incident after they have calmed down.

If a pupil or parent has a concern about the way restrictive physical intervention has been used, our school's complaints procedure explains how to take the matter further and how long we will take to respond to these concerns. Where there is an allegation of assault or abusive behaviour, we ensure that the Executive Head Teacher is immediately informed. We would also follow our child protection procedures.

In the absence of the Executive Head Teacher in relation to restrictive physical intervention, we ensure that the Head of School (Martyn Tweddle) or Deputy Head Teacher (Helen Crawford/ Fiona Tweddle) are informed. If the concern, complaint or allegation concerns the Executive Head Teacher, we ensure that the Chair of Governors (Clive Hubery) is informed.

If parents/carers are not satisfied with the way the complaint has been handled, they have the right to take the matter further as set out in our complaint's procedure. The results and procedures used in dealing with complaints are monitored by the Federation Governing Body

## **13. Reviewing this policy**

This policy is reviewed annually

HSC February 2023

Appendix A - Information from DFE guidance (June 19)

Appendix B – Information from Ofsted inspectors' guidance (Oct 21)

Appendix C – Further sources of information

## **Appendix A**

Taken from DFE Guidance



## Reducing the Need for Restraint and Restrictive Intervention Children and Young People with Learning Disabilities, Autistic Spectrum Disorder and Mental Health Difficulties

Every child and young person has a right to be treated with respect and dignity, and deserves to have their needs recognised and be given the right support. Some children and young people with learning disabilities, autistic spectrum conditions or mental health difficulties may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others and are at heightened risk of restrictive intervention to minimise the impact of their behaviour, on them and on other people

Using positive behaviour support and other alternatives which can de-escalate challenging behaviour, and tackle the reasons for it at source, should be the preferred approach. There will, however, be times when the only realistic response to a situation will be restraint or restrictive intervention. In a school, if a young child is about to run into a busy road, for example, or a pupil is attacking a member of staff or another pupil and refuses to stop when asked, then reasonable force to stop this may be necessary. .... wherever possible, it should be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of the behaviour that challenges.

Restrictive intervention should only be used when absolutely necessary, in accordance with the law and clear ethical values and principles which respect the rights and dignity of children and young people, and in proportion to the risks involved. It can never be a longterm solution

Staff should have reasonable grounds for believing that restraint is necessary to justify its use. They should only use restraint where they consider it is necessary to prevent serious harm, including risk of injury to the child or young person or others. Staff should use their professional judgement to decide if restraint is necessary, reasonable and proportionate. When a decision is being made whether and how to restrain a child, their best interests are a primary consideration. This does not mean that the child's best interests automatically take precedence over other considerations such as other people's rights, but they must be given due weight in the decision.

### Appendix B

OFSTED Positive environments where children can flourish:

A guide for inspectors about physical intervention and restrictions of liberty

*Restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who care for them.*

*All behaviour is a form of communication. Those who care for children have a duty to understand what the children's behaviour communicates. We expect staff to respond in ways that help everyone to stay safe and value and respect each child.*

*We start from a perspective that respects the child's rights before we consider whether incidents of physical restraint or restrictions on children's liberty comply with the legislative framework, national minimum standards (NMS) and relevant guidance. We start from the premise that staff should work positively and confidently with children and find the least intrusive way possible to support and empower them and keep them safe*

*There is no universally recognised accreditation system or government standards for models of restraint and/or physical intervention for children. However, it is generally considered to be good practice to use a positive approach to supporting behaviour. This approach will have the individual child at the heart of any assessment of need, analysis of behaviour and strategies that promote continuous development. Any good behaviour support plan will result from a multi-disciplinary review that includes children and their important adults. There will be regular, evidence-based reviews of how well the plan is working*

*Staff working with children need to use their professional judgement in deciding how best to respond to a situation. Each circumstance can only be viewed on a case-by-case basis. Their professional judgement should be underpinned by a good understanding of how best to support children's individual needs. This includes how children communicate their wishes and feelings. Providers will need to explain*

to us their understanding of the impact their intervention had on the child, why this was the right intervention, and what they are doing to reduce the need for such an approach in the future

## **Appendix C**

Further sources of information

- *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders.*
- *Screening, searching and confiscation – advice for headteachers, staff and governing bodies. (July 22)*
- *Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools Associated resources (external links)*
- *Behaviour and Discipline in Schools advice for Headteachers (DfE July 22)*
- *Restraint Reduction Network (RRN) Training Standards (July 21)*