



# THE VALLEY SCHOOL

## RESTRICTIVE PHYSICAL INTERVENTION

JANUARY 2020 (SCHOOL IMPROVEMENT COMMITTEE)

### KEY PRINCIPLES

#### **“Learn to Believe – Learn to Achieve”**

#### **“Different for Different”**

We will support our pupils to make good choices about their behaviour, to become safe and caring young people and to regulate their responses to difficulties. This will be on an individual basis, with appropriate support plans and intervention strategies. Where necessary, Risk Assessment Management Plans (RAMP) will be in place.

This policy is to be applied in line with the school policy on Behaviour for Learning.

Our aim is to have a positive focus on improving pupils' engagement, motivation and well-being rather than a more negative focus on behavioural difficulties. This policy is aligned to and embedded in the school's Behaviour for Learning Policy and practices.

We will ensure that we take all reasonable actions to avoid harm to pupils, staff and property.

We will always intervene at the lowest level to bring about the required outcome and we will use all possible de-escalation strategies to avoid physical intervention. Reflection, repair and restoration are essential parts of the process to bring about long-term change.

Restrictive and non-restrictive physical intervention will only be used in a safe and calm manner. If a member of staff is angry or otherwise distressed, other adults must intervene and take over and the needs of the staff member must be met appropriately.

### KEY STATUTORY REGULATIONS AND SIGNIFICANT LINKS

- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/339092/Restrictive-Physical-Intervention\\_Final-U.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339092/Restrictive-Physical-Intervention_Final-U.pdf)
- <https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>
- Legal justification must be met
  - To prevent a person from committing a criminal offence
  - To prevent a person from injuring self or others
  - To prevent or stop a person causing serious damage to property

- To stop a person from engaging in any behaviour that is prejudicial to maintaining good order for a safe learning environment
- Reasonable force has no legal definition but the following is considered guidance
  - The use of force can be regarded as reasonable only if the circumstances of the incident warrant it
  - The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

#### KEY RESPONSIBILITIES

- All staff will be trained in de-escalation and guiding strategies in line with the principles of The Herts Steps Programme. Some staff will be trained to a more advanced level, based on an ongoing audit of needs. (See appendix 2 for reminders of Steps Interventions and de-escalation scripts)
- All staff have a duty of care to intervene if there is an immediate risk of harm to a pupil or staff member.
- Any physical intervention must ensure that there is no negative impact on the process of breathing, no pain as a direct result and no sense of violation
- SLT will ensure appropriate and frequent training and development opportunities with a focus on reflective practices.

#### KEY PRACTICES

- Staff may have rightful cause to have physical contact with a pupil
  - To comfort or reward
  - To direct or steer
  - To support an activity for better learning
- Staff may also have rightful cause to have physical contact with a pupil to prevent harm. In these circumstances, staff must consider
  - If there are other ways to bring about order or prevent harm
  - The age and level of understanding of the pupil
  - What they already know about the particular pupil
  - The location and whether there are observers
  - Risks to themselves
  - Their own confidence and ability
- Staff may also have rightful cause to use physical force to conduct a search for the following prohibited items.
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarettes
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

- All guiding and supporting physical strategies must be attempted and/or considered before any restrictive intervention is attempted
- RPI must be an act of care and control. It must not be used to force compliance.
- Every effort must be made to secure the presence of other staff, who may act as assistants or observers.
- Incidents where guiding and steering strategies have been used will be recorded in the SIMS behaviour log as necessary.
- Where RPI has been required, it must also be recorded in the log which is kept in the school office (see appendix 1)
- Parents and carers must be informed if RPI has been used.
- Senior Leaders will support any staff member who has applied physical force according to this policy

All staff must be aware that they may be required to discuss decisions they have made in relation to why and how RPI has been used at a later date. Staff must, therefore, ensure that the incident is recorded as soon as possible after the event.

Appendix 1            Recording model form for RPI

Appendix 2            Step On and Step Up Techniques

**RESTRICTIVE PHYSICAL INTERVENTION RECORD**

Student Name:

Location of Incident:

Reporting Member of Staff:

Time and Date of Incident:

<b>Reason for physical intervention (tick all that apply):</b>	
To prevent harm to self	<input type="checkbox"/>
To prevent harm to other children	<input type="checkbox"/>
To prevent harm to adults	<input type="checkbox"/>
To prevent damage to property	<input type="checkbox"/>
To prevent significant disruption	<input type="checkbox"/>

Accident form Complete Y/N/NA

Medical Treatment / Injuries Y/N/NA

Damage to Property Y/N/NA

<b>Name(s) of additional staff witness:</b>	<b>Name(s) of additional student witness:</b>

Triggers:

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Additional factors:

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Actual harm to people and/or property

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<b>Management:</b>	<b>Comments:</b>
Reparation <input type="checkbox"/>	
Consequences <input type="checkbox"/>	
Police involvement <input type="checkbox"/>	
Involvement of other agencies <input type="checkbox"/>	
Internal Exclusion / FTEX / PEX <input type="checkbox"/>	
Implementation/Review/update of Risk Management plan <input type="checkbox"/>	

**Primary de-escalation techniques used**  
(please state order in which they were used)

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non threatening body position	
Reassurance		Step away	
Humour		Clear instruction / warning	
Negotiation		Use of physical location and presence	
Offering choices and options		Diversion	
Guiding		Removing other students from vicinity	
De-escalation script		Other	

Further details (if necessary)		
	Additional statements attached (if necessary)	
	Pupil involved	Y/N
	Adult involved	Y/N
	Observers	Y/N
	Others	Y/N

**Restraint techniques including sequence of techniques, time and staff involved:**

Technique	Duration	Staff Initials
<b>Duration of restraint:</b>	<b>Duration of incident:</b>	

Log of recording	
Incident reported to:	Head Teacher
Parents / Carer informed by:	@
Student wellbeing verified by:	@
Staff wellbeing verified by:	@
Behaviour log completed by:	@

Verification of account of incident:		
Staff name	Staff signature	Date

	Name	Signature	Date
Report completed by:			
Report reviewed by:			
Headteacher:			