



# Restrictive Physical Intervention Policy

<b>Review Date</b>	<b>June 2020</b>
<b>Owner</b>	<b>Headteacher</b>

## **Introduction**

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.

This policy is to be read in conjunction with all other school policies, inclusive of but not limited to; Behaviour Management Policy, Safeguarding Policy and DfE (2013) Use of Reasonable Force. This policy is to be utilised and implemented in times where reasonable force and or restrictive physical intervention (RPI) is foreseen or has been required.

The Medway Green philosophy to RPI is based on valuing and respecting 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. This is underpinned by Medway Green's Behaviour Management Policy (BMP) and the range of non-physical interventions that the BMP contains.

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 BMP, avoiding restrictive methods. Medway Green's philosophy is that RPI is used as a last resort when the BMP has been applied and non-restrictive methods have not had the required positive impact. There will be occasions where a member of staff (MOS) will not have the opportunity to apply the BMP and a dynamic risk assessment (DRA) will be made to immediately apply RPI.

CYP who attend the school have an individualised wellbeing support plan (WSP), which is a level one risk assessment, which identifies needs and behaviours in line with individual EHCPs. The WSP also identifies measures in place and early intervention strategies for that CYP. In line with the BMP, CYP who regularly require senior level intervention, will need to have a level two risk assessment put in place (2RA). These working documents are devised as a collaborative process involving staff and, when appropriate, CYP parents and carers and their wider professionals. These are working documents that provide insight and evidence, identifying approaches and interventions that are necessary, proportionate, reasonable and non-restrictive, whilst offering a planned and consistent approach in responding to an escalation to the point of a RPI. Medway Green School is transparent around the use of RPI and awareness of this policy is shared on induction with staff, CYP, professionals and parents.

## **RPI definition and use**

The use of reasonable physical force to manage a CYP's behaviour. This is only authorised to prevent or further prevent:

- Harm to self
- Harm to others
- Damage to property
- An escalation of behaviours to other students within the setting (good order).
- Committing of a crime

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).

Staff are to evidence that other less restrictive and intrusive method, as offered through the PBRs, had been considered, explored and failed, or, as a result of a DRA, deemed as inadequate due to the extreme challenging behaviour of the CYP; 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
- Department for Education- Guidance on the use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties- 2003.

Medway Green 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. The overall objective is to reduce the use of RPI by working with CYPs to enable them to become self-regulating or responsive to non-physical intervention through a range of strategies and interventions as described in the BMP.

### **Policy and Practice Guidelines**

Staff have a duty of care to use RPI or Reasonable Force when required and in the best interest of all parties. There is not an expectation for supply staff to be trained in the use of RPI, however, all staff that the Head Teacher has put in charge of CYP have the legal right to use Reasonable Force and would be expected to do so should a situation arise where it was a necessary cause of action (see RPI definition and use). This is directed through staff induction and is highlighted in guidance and legislation listed above. School leadership will carefully consider the deployment of supply staff ensuring the safeguarding of all parties and the basic functioning of the school. All supply staff, regardless of previous training will receive a short induction from the Headteacher or one of the Assistant Headteachers on the BMP and the use of RPI or reasonable force. It should also be noted that, through legislation and government guidance, **all** individuals have the right to protect themselves and or others through the use of force. However, while this is a legal entitlement, 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 staff are to assist in a takeover when the opportunity arises and it is safe to do so. In such instances, the fact that a situation has necessitated the use of RPI or reasonable force should be reported to a member of SLT who will allocate staff to recording on SLEUTH and arranging a debrief.

MOS joining the school with a valid Team Teach certificate being transferred from another organisation or agency will need to provide a copy of their certificate and a summary of training covered to ensure their skills are transferable to the school. These MOS will be required to attend a refresher course with a Team Teach Trainer when a session is available. Note that at the time of writing this policy, Medway Green School does not have a Team Teach qualified trainer, therefore places for training need to be requested from Heath Farm School and Mountfield Heath School. In the meantime, an assessment of the level of expertise and capability in the use of Team Teach will be made through observation of practice by MOS, reporting to SLT, within the school. If a situation arises whereby the SLT make an assessment that an individual MOS does not meet the minimum level of Team Teach expertise required by Medway Green School (12-hour course), then the MOS will be instructed to only use reasonable force when necessary and to swap with a permanent Team Teach MOS at the earliest, safe opportunity. Training will then be provided to ensure that the MOS does meet the required minimum standard.

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 BMP 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 low-

level and mid-level interventions in the BMP.

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	
<b>Responses to Management of Legs</b>	

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	
<b>Responses to Management of Legs</b>	

Restrictive floor interventions are not the school's preferred practice. However, awareness must be had to MOS duty of care under Reasonable Force if the circumstances were to arise. When this has been required, and disengagement is not possible, 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 is in line with internal and external policy and guidance (please see Incident Review section). The 12-hour Team Teach course instructs MOS how to disengage when a CYP goes to ground. Normal practise is to disengage and then reengage if the CYP gets to their feet and persists with challenging behaviour necessitating RPI.

Refresher courses are held to update skills in line with Team-Teach requirements, these are to be completed every 2 years. However, ad-hock training and refreshers are used as part of Training Needs Analysis (TNA) and to update staff on changes to external and internal policy, guidance and legislation. However, additional training can be offered at the request of individual MOS or at the discretion of trainers and or the SLT. Individual MOS may be directed to further training as a result of TNA, 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. Heath Farm School and Mountfield Heath Schools have regular calendar slots to ensure Team-Teach techniques and other non- physical interventions are both retained and implemented in a satisfactory way.

### General Advice

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. MOS 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 MOS are to report directly to a member of SLT and an Incident Review will be completed.

Consideration should always be given to the following:

- 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.
- A minimum of 2 staff to be present, unless justified otherwise.
- 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.
- 'Help Scripts' are to be used in line with core training-

- 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.
- 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.
- MOS involved in RPI are required to have recorded the incident in full by 16.00 the same day. After particularly long or multi phased RPIs, especially if several MOS have been involved, it may be necessary to provide cover for affected MOS to put events in to sequence and discuss rationale and accurately record techniques used. It is the responsibility of the staff team to report any observations and, if required, individually access available or necessary support through the SLT post incident if the support received from colleagues has not sufficed.
- 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.

### Self-Care

- Keep items of jewellery to a minimum to reduce the risk of injury and damage to valuable belongings
- Consideration to the length of ones’ nails is to be had to ensure the safety of CYP and personal safety
- 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.

### Communication

- It is more effective for one staff member to talk at each time.
- 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

### Positioning and movement

- 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’
- In an emergency staff are to respond in line with core training, ceasing the intervention and seeking medical support immediately and gain the coordination of a SLT member
- The resistance or 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, Medway Green School’s philosophy is to use disengagement proactively, meaning that staff may let go of the individual to enforce a de-escalation, when it is safe to do so.
- Managing and limiting movement is far more effective and less distressing and risky for the individual involved than forcing the CYP to stop altogether
- Staff to remain aware of ‘avoided areas of the body’ in line with guidance from core training
- 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.

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

Staff are to revise and update WSP and level 2 risk assessment, if deemed necessary, post incident. It is important that a debrief process takes place. The debrief process seeks to identify triggers, responses, escalations and feelings around a RPI with the intention of using any new information gained to update WSPs

and 2RAs. By following this process and gaining new and different insight, staff can seek to reduce the number of RPis that any individual CYP experiences. The Headteacher expects a debrief process to take place after every RPI, however it is recognised and understood that in times of high pressure (for example being severely short staffed) it isn't possible to complete the debrief process within the normal timeframe. In such a case, debrief can be followed through at a later time (for example, post exclusion) or not at all, if deemed appropriate, with the consent of SLT.

### **Post incident procedures**

- 1 Post incident medical check to be offered (or medical assistance immediately in the event of an emergency). If CYP states that they are hurt or injured, then first aider to check unless the CYP declines. If the young person declines and there is a visible injury, then staff are directed to be persistent. If CYP continues to decline, then staff to seek advice from SLT.
- 2 CYP to be reintegrated as and when they are in the right state of mind and their reintegration will not affect the good order of the rest of the class.
- 3 Delegate procedural responsibilities of reporting and recording; staff are to discuss and allocate responsibility of informing, as follows:
  - Parents and carers where possible before the child returns in to their care
  - Local Authority Social Worker (LASW) - by 17:00hrs on the day of the incident. This can be done by email.
  - Supervising Social Worker (SSW) - by 17:00hrs on the day of the incident. This can be done by email.
  - The class lead
  - If outside cover staff have used reasonable force, then permanent staff to ensure that the above procedures take place.
  - Entry on Sleuth on the same day whenever possible. There is allocated time between 15.00 and 16.00 to enable this to happen.
  - In times of concern, injury, allegation or complaint, immediately inform the lead DSL and SLT.
- 4 Proper debrief to be conducted the day following wherever possible. The lead DSL has allocated time after lunch on each day to do this. As the school grows, the responsibility for this will move to the wellbeing team. 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:

- 4.1 Do you agree with the description of the incident?
- 4.2 Do you understand and agree with the use of RPI?
- 4.3 What are your accounts of the incident?
- 4.4 Do you wish to make a complaint?
- 4.5 Was an injury caused?
- 4.6 What can support you and be done differently in the future?

It is the responsibility of CYP's parent and associated professionals to request RPI reports. In times where professionals require the circulation of reports they are to be advised to request these directly from SLT.

### **Allegations and Incident Reviews**

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

**Step 1)** Witness to report to the SLT and or 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 or complaint.

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. 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':

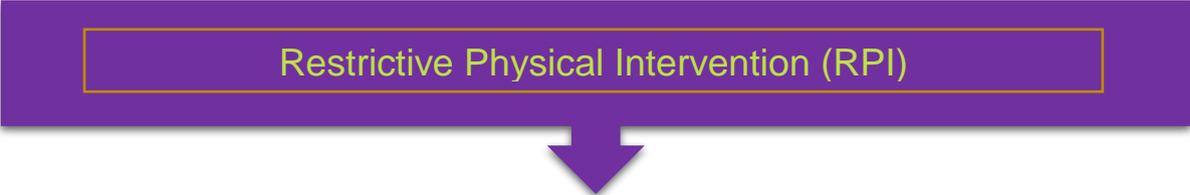
- 1 Review and analysis of the report by the lead DSL and or SLT
- 2 A Formal Pupil Interview will be conducted as stated above
- 3 Debriefing of all staff members involved and their accounts are to be recorded
- 4 Actions to be taken in reflection of all accounts received
- 5 Informing of parents and carers, if deemed as appropriate by the SLT
- 6 Informing of professionals such as SSW and LASW
- 7 A Conclusion Meeting involving SLT and lead DSL this is to be formally documented;
- 8 Completion of necessary documentation i.e. WSP or 2RA
- 9 A restorative process between CYP and relevant adults
- 10 An allocated session to be arranged for the concerned party in the refreshing of Team Teach techniques and the use of the school's BMP

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.

#### **Fit to Practice**

In times where staff are 'unable to use RPI' due to injury, illness, condition then they are to inform the Headteacher who will confirm what duties the member of staff can reasonably be expected to complete.

#### **Procedure Summary and Checklist**



Restrictive Physical Intervention (RPI)

Check student is OK and offer medical assistance

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graph TD; A[Check student is OK and offer medical assistance] --> B[Delegate post incident responsibilities]; B --> C[Inform Parents, Carers and Professionals]; C --> D[Complete Sleuth]; D --> E[Middle Manager completion of Pupil and Staff Debrief and Sign Off]; E --> F[Senior Manager Sign Off];
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Delegate post incident responsibilities

Inform Parents, Carers and Professionals

Complete Sleuth

Middle Manager completion of Pupil and Staff Debrief and Sign Off

Senior Manager Sign Off