



Ministry
of Defence

Directorate Children and Young People

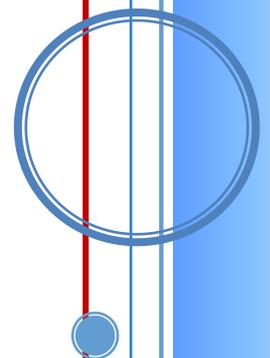
POLICY

Restrictive Physical Intervention (RPI)

Issued May 2013

There are occasions when restrictive physical intervention (RPI) is an appropriate response to the risks presented in a particular situation. However, 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.

DfE Guidance states that no schools 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.



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This policy and guidance should be read alongside the SCE Policy and Guidance on Behaviour and takes account of:

Use of reasonable force: Advice for head teachers, staff and governing bodies Department for Education 2012

The Education Act 1996

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

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 (2002)

Physical intervention guidelines for schools. Southampton City Council 2011

The document will be shared and agreed with the MOD Safeguarding Children Board (SCB) and local command SCBs.

RESTRICTIVE PHYSICAL INTERVENTION IN SCHOOLS: SCE POLICY FOR SCHOOLS

There are occasions when restrictive physical intervention (RPI) is an appropriate response to the risks presented in a particular situation. However, 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 schools 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 Head Teacher) 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.

School requirements:

All schools should have a policy on the use of RPI.

The RPI policy should be part of a wider behaviour policy which outlines a pro-active approach to promoting positive behaviour.

The school's Behaviour Policy should outline the approaches and procedures which will minimise the likelihood of needing to use RPI.

If RPI is used as a part of a planned response for a pupil, the plan should be informed by a risk assessment which is carried out using the recommended format.

The plan to use RPI should be recorded in a Positive Handling Plan.

Schools should record any incidents of RPI using the recommended format.

Schools must notify parents of any incident involving physical intervention.

Schools should have procedures in place for supporting pupils and staff who are involved in an incident requiring RPI.

Schools should hold an annual staff training event to remind all school staff of:

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

- risk assessments for planned and emergency RPI.

Schools should ensure that at least one of their staff access the MAYBO accredited training. It is SCE policy to deliver this training through a commissioned service, currently with Southampton Educational Psychology Service. This training focuses on managing challenging behaviour including the use of specific RPI techniques.

School policies should be written in with a member of the SGC, parent and pupil representatives (where age appropriate).

SCE, through the Principal Educational Psychologist, will monitor the use of, and training on, physical intervention across SCE schools. This information will be reported in the annual statistics gathered by Pupil & Family Services.

Support available to Schools

SCE employs Educational Psychologists, Inclusion Support Teachers and Education Social Workers as part of the Pupil and Family Services (P&FS) team. Schools can access advice and support from P&FS about challenging behaviour as outlined in the SCE guidance on managing challenging behaviour.

The P&FS team are able to provide training for staff on various aspects of behaviour, including:

- Understanding Behaviour
- Managing Challenging Behaviour
- Conflict Resolution
- De-escalation Techniques
- School's responsibilities with regard to RPI

GUIDANCE TO SCHOOLS ON THE USE OF RESTRICTIVE PHYSICAL INTERVENTION

Introduction

This document provides guidance on the circumstances when restrictive physical intervention can be used and the procedures that should be followed when it is used.

This guidance supersedes SCE guidance on RPI dated October 2003.

Staff should be reassured that where they follow this guidance their actions will be supported by their Head Teacher and HQ SCE.

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 SCE in a school who has control or charge of children.

Child refers to any child or young person attending any SCE 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 alternative, less intrusive, course of action.

Force may not be used as a punishment.

Any use of restrictive physical intervention should be consistent with the Department for Education DfE guidance on the “Use of reasonable force: advice for head teachers, 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 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 it is helpful to use the multi-element model, outlined in the Challenging Behaviour Guidance, to generate an Individual Education Plan which outlines:

- 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 Individual Education Plan and risk assessment indicated 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.
- Head teacher 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.

This report includes a summary of the post incident support. A copy of this report should be sent to the link Senior Educational Psychologist and the Principal Educational Psychologist.

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 new Individual Education Plan 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.

It will be helpful for staff if unplanned incidents are considered in the school's annual staff training event on RPI.

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 in collaboration with a member of the SGC. Parents and pupils should be involved in such a review. It would be good practice to involve the link Senior Educational Psychologist for the school in this 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 head teacher, either under SCE disciplinary procedures or SCE 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 SCE's behaviour policy.

Schools should plan an annual staff training event to familiarise all school staff of:

- their responsibilities with regard to RPI
- de-escalation techniques
- risk assessments for planned and emergency RPI.

P&FS will be able to deliver this annual training event to schools as well as a wider range of training on behaviour. Training should be negotiated with the personnel who provide the P&FS Team Around the School.

In addition, SCE commissions MAYBO accredited training from INSPIRE (part of Southampton Educational Psychology Service) which offers training on managing challenging behaviour, including specific training on holds and techniques which can be safely employed by school staff. All schools should ensure that some of their staff have had access to this training.

MAYBO accredited training must be updated approximately every 18 months.

MAYBO accredited training will be advertised through the SCE CPD planner. The Head Teacher should maintain a record of staff training on behaviour and RPI.

SCE maintains a register of all staff who have attended this training. Members of staff will be invited to attend refresher training at the appropriate point.

If a school identifies a need for training on RPI in addition to that outlined above, the school should inform the Principal Educational Psychologist who will explore additional/alternative training options.

School Policies on Restrictive Physical Intervention

SCE expects every school to have a policy on the use of physical interventions which is linked to an over-arching behaviour policy.

This policy on RPI should include:

- Legal context.
- Reference to a behaviour policy which indicates strategies which reduce the likelihood of needing to use RPI.
- Acknowledge the school's duty to make reasonable adjustments for disabled pupils or pupils with additional needs.
- Distinguish between planned and emergency use of force.
- A format for recording incidents when RPI is used.
- A format for risk assessment of behaviour which might require RPI.
- A format for a Positive Handling Plan.
- Procedures for post incident support.
- Training available to staff.
- How families and students can be involved in planning, monitoring and reviewing the use of RPI.
- How complaints will be managed.

Appendix 1 Risk Assessment of Children's Behaviour

It is essential that staff understand that risk can only ever be reduced, it can never be completely removed. All planning and recorded on the templates provided should be within the concept that all risk assessments involve three simple stages.

Example

Stage one is to identify what is an inherent risk, i.e. a child running from class if upset (if that has occurred before).

Stage two, identifying how to moderate that risk such as through an individual plan for the pupil (e.g. identifying the cause such as frustration at not understanding the work).

Stage three is to identify the residual risk, e.g. the risk which remains after the moderating plan has been implemented.

It is essential that all planning is proportionate to the risk identified. If there is any doubt as to proportionality then further advice can be accessed through the link Senior Educational Psychologist, P&FS.

Behaviour Causing Concern	Target Behaviour	of	Likelihood Behaviour	of	Seriousness Behaviour	of
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 not 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 and supported.			
Opportunity to have timeout to calm down.			
Pupil involved in planning and review.			
Parents involved in planning and review.			
Individual Education Plan in place.			
Opportunities to learn new social/emotional skills.			
Regular feedback about positive behaviour.			
Alternative activities available at break.			
Pupil escorted at transition times.			
Communicative function of behaviour understood.			
Opportunities to teach new skills.			
Other – be specific			

Reactive Strategies

Identify responsive strategies which can be used in response to early warning signs or an escalating situation.

Early warning signs for this pupil are:

Reactive Strategy	In Place	Action whom	by	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: _____

End of Assessment

Appendix 2
Positive Handling Plan

Pupil Name: _____ Date: _____

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

Why does the child or young person require a PHP?

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).

Details the persons who are authorised by the head teacher to hold the pupil if necessary.

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 _____ school, I undertake to ensure that we inform the parents/carers of _____ on each occasion that we have to hold safely.

Signed: _____ Date: _____
Head Teacher

Date of review of plan: _____

Appendix 3

Report of Incident Involving Physical Intervention

School: _____

Date of Incident: _____ Time: _____

Pupil Involved: _____

Staff Involved: _____

Pupil Witnesses: _____

1. Circumstances leading to the incident where restrictive physical intervention was used.

Describe circumstances leading up to the incident.

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

2. 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? YES/NO

If Yes attach the Positive Handling Plan.

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 such records to this form. Are the other records attached? YES/NO

3. 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.

4. Injuries (include details of medical attention):

To pupil:

To staff:

Signed:

Date:

PLEASE ENSURE ALL SECTIONS OF THE PAGE OVERLEAF ARE COMPLETED BEFORE SENDING TO YOUR LINK SENIOR EDUCATIONAL PSYCHOLOGIST AND THE PRINCIPAL EDUCATIONAL PSYCHOLOGIST

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.

Post incident support for member of staff

Date: _____

Date: _____

By whom: _____

By whom: _____

c. Post incident support for pupil.

Post incident support for pupil.

Date: _____

Date: _____

By whom: _____

By whom: _____

d. Head teacher's 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: _____

Headteacher: _____

Date: _____

A copy of this report should be sent to your link Senior Educational Psychologist and to:

PRINCIPAL EDUCATIONAL PSYCHOLOGIST

P&FS, SCE, BLOCK B

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