

Restrictive Physical Intervention Policy

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1. Statement of intent

This policy is based on Department of Health and Department for Education Restrictive Physical Intervention Guidance.

Lokrum Fields is committed to providing the highest standards in protecting and safeguarding the welfare of students entrusted to its care. We work to ensure each individual student is able to reach their potential and all students and staff can work in an environment that feels safe and secure. We recognise there is a need to intervene when there is an obvious risk to the safety to students, staff, and property. For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force. It should be emphasised that if used at all, restraint, referred to in this document as **Restrictive Physical Interventions (RPI)**, should be seen in the context of a further positive action

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of care and concern. It is used as a **last resort** and only in the most extreme cases. Other strategies will always have been attempted first.

2. About our policies

- 2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.
- 2.2. Our policies are inter-related and are intended to be read, understood, and used collectively.
- 2.3. All staff and governors are expected to be familiar with and abide by our policies.
- 2.4. The Office Manager is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.
- 2.5. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently.
- 2.6. The Headteacher is responsible for identifying any training needs in relation to our policies. The Office Manager is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.7. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.8. The Governing Body for Lokrum Fields is provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of Lokrum Fields and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.
- 2.9. Lokrum Fields is owned by Wider Ambition Ltd, a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Wider Plan or a senior representative from Wider Plan with delegated authority.

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2.10. The Lokrum Fields Senior Leadership Team (SLT) includes the Headteacher, Proprietor, and any member of staff to whom responsibility is temporarily delegated by the Headteacher or Proprietor.

2.11. All references to parents within our policies should be interpreted to include parent carers.

3. The Use of Reasonable Force

3.1. Teachers and other persons authorised by the Head Teacher to have charge of students may use reasonable force to prevent students:

3.1.1. Causing injury to themselves or others

3.1.2. Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)

3.2. Reasonable force has no legal definition but:

3.2.1. Staff must take into account the circumstances of the incident, age, sex and development of the student.

3.2.2. The degree of force must be proportionate to the seriousness of the situation, behaviour, or consequences it is intended to prevent, and always be the minimum force needed.

3.2.3. Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it.

3.2.4. Everyone has the right to self-defence provided they do not use a disproportionate degree of force.

4. Use of De-escalation Strategies

4.1. All staff will receive Team-Teach training so that they possess the skills to adopt effective strategies to defuse potential instances of conflict or aggression.

4.2. Staff will maintain a calm, confident and objective approach to all situations that involve or may involve the use of restrictive physical intervention.

4.3. De-escalation strategies are applied to reduce the likelihood of an incident that requires the use of Restrictive Physical Intervention. These measures include:

4.3.1. Staff will intervene early to offer verbal advice and support to any student who is showing signs of agitation/distress/anger.

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- 4.3.2. Staff will ensure that students are supported to feel accepted and respected as individuals.
- 4.3.3. Distraction/redirection may be used to help a student move on from a distressing or potentially inflammatory situation.
- 4.3.4. Reassurance will be offered to any student who maybe feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment
- 4.3.5. Staff will use dynamic risk assessments help them decide whether situations may be more easily diffused by not providing an immediate reaction and, instead, provide a positive and reassuring presence.
- 4.3.6. Students will be offered opportunities or encouraged to take time on their own or with a supportive adult in a space of their choosing, away from a difficult situation. They can use the environment, resources and their own emotional 'toolkit' to help manage their emotions. Students will be encouraged to use the outside areas and when they recognise that they need to 'let off steam'.
- 4.3.7. Students will be continuously observed and supported, from a distance if necessary, until they are ready to resume their usual activities.
- 4.3.8. Humour may be used to diffuse a situation if the staff member using it is confident that it will be understood and appreciated by the student in question. Sarcasm will never be used at Lokrum Fields.
- 4.3.9. Negotiation - Staff will take a flexible approach, allowing take-up time and remaining open to a 'back door exit' from the situation that will help keep the student's pride and dignity intact, as well as that of the staff member(s) involved.
- 4.3.10. Transfer adult – if there is an incident where the adult present is seen to be aggravating the situation, a dynamic risk assessment will be used to determine whether it would be helpful for the member of staff concerned to remove themselves from the situation.
- 4.3.11. Success reminder – Staff may remind the student of a previous occasion when they successfully managed a volatile situation of a similar nature or did something that made them happy/proud/feel good.

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4.3.12. Removing the audience. Where appropriate, staff will request that other students leave the vicinity to allow the student privacy and reduce the potential for further escalation.

4.3.13. Implementing Team Teach help protocols/script so that another member of staff takes over the strategic lead of the incident, if they feel it is appropriate to do so.

4.3.14. Physical intervention – is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted and only to prevent harm to themselves or others.

5. Who Can Use Reasonable Force?

5.1. We recognise that RPI will be used infrequently, that is, as a **last resort** to maintaining a safe environment.

5.2. All staff who have completed the Team Teach training are authorised to use RPI as appropriate.

6. Circumstances when Restrictive Physical Intervention Might be Appropriate

6.1. We recognise that some students may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated, restrictive physical intervention might be appropriate when:

6.2. Action is necessary in self-defence or because of imminent risk of injury. For example, if:

6.2.1. A student attacks a member of staff or another student.

6.2.2. A student attempts self-injury.

6.2.3. Students are fighting.

6.2.4. Where there is a serious and developing risk of damage to property that causes harm or distress to another student or damage to Lokrum Fields property or the premises that cannot be easily remedied.

6.3. Wherever possible, early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a critical friend.

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7. Procedures and Practical Considerations during Specific Incidents within the setting

7.1. Wherever practicable, staff are expected to:

- 7.1.1. Use a calm and measured approach
- 7.1.2. Give clear direction to the student
- 7.1.3. Seek assistance from other colleagues at as early a stage as possible
- 7.1.4. Staff who become aware that another member of staff is intervening physically with a student have a responsibility to provide a presence, and to offer support and assistance should this be required
- 7.1.5. Try to defuse the situation orally and prevent escalation
- 7.1.6. Try to remove other students from the area
- 7.1.7. Attempt to communicate with the student throughout the incident
- 7.1.8. In a calm and clear manner, explain that the reason for the intervention is to keep the student and others safe
- 7.1.9. Make it clear that RPI will stop as soon as the student becomes calm and the risk assessment indicates it is no longer necessary
- 7.1.10. Where it is not possible to control the student without risk of injury to themselves or others, remove the other students who may be at risk and summon assistance.
- 7.1.11. Take into account the student's individual needs and their individual communication tools and calming strategies.
- 7.1.12. The therapy and sensory rooms at Lokrum Fields are spaces which students are encouraged to use voluntarily for self-regulation and staff should avoid using these spaces in the event of any incident that involves RPI.

8. Application of RPI during Specific Incidents

8.1. Methods that staff *may* use in appropriate circumstances where a risk assessment judgement supports this:

- 8.1.1. *Shepherding* a student away by a light touch on the elbow or near the shoulder
- 8.1.2. *Guiding* – remembering this is the positive application of force to control a student and would be used in rare circumstances, e.g. if the student is in

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extreme danger and no other alternative is available, or where reasonable force is used to assist a student's movement.

8.1.3. *Holding* – for security and to reduce anxiety where there is reasonably considered to be imminent risk of injury, even if the student is not yet out of control. The purpose is to defuse or prevent escalation

8.2. When intervening, staff should take care that their actions should in no way be capable of being interpreted as aggressive. All holds are devised to minimise the risk of injury. They should not cause pain.

8.3. Staff will never use force as a substitute for good behaviour management.

8.4. Staff *may not* carry out actions that might reasonably be expected to injure.

Examples include:

8.4.1. Holding a student around the neck, or by the collar, or in any other way that might impede their ability to breathe.

8.4.2. Slapping, punching, or kicking a student.

8.4.3. Twisting or forcing limbs against a joint.

8.4.4. Tripping a student.

8.4.5. Holding or pulling the student by the hair.

9. Reporting and Recording Incidents

9.1. All incidents that result in restraint (where a child has to be held) will be recorded in detail using the bound and numbered Incidents Involving Physical Intervention Book at the earliest opportunity before the end of the school day. A Risk Reduction Plan will be put in place and reviewed accordingly.

9.2. Should an injury occur as a result of an incident at Lokrum Fields, immediate steps will be taken to secure appropriate medical attention. This will be reported and recorded on ScholarPack. Staff will consider whether it should be recorded on CPOMS and whether it should be reported to RIDDOR, in accordance with prevailing online guidance.

9.3. The member of staff concerned will report the matter orally as soon as possible to a member of the senior leadership team (SLT) who will review and sign the entry in the bound and numbered Incidents Involving Physical Intervention Book.

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- 9.4. A member of staff will inform parents about the incident and recording by the end of the school day and invite them to a meeting to discuss next steps. Our policy is to be completely transparent with parents about incidents. If parents cannot be reached, an email or letter will be sent to inform them of the incident and offer them the opportunity to discuss the matter.
- 9.5. The parents of any students who may have been adversely affected by the incident will be contacted by the end of the school day.
- 9.6. The bound and numbered Incidents Involving Physical Intervention Book will be reviewed by the SLT or a person with responsibility to consider control measures and possible training or further training needs before each governing body meeting.
- 9.7. All RPI incidents will be reported to the next governing body meeting.
- 9.8. A copy of the Risk Reduction Plan will be placed in the student's file.

10. Debriefing Following Serious Incident

- 10.1. Students and members of staff will be checked for any sign of injury and first aid will be administered if required.
- 10.2. The student will be given time to become calm while staff continue to supervise/observe him/her. After the student has recovered from the incident, they will be given a positive opportunity to debrief in a helpful way.
- 10.3. All members of staff involved will be allowed a period to debrief and recover from the incident as appropriate. This may involve access to external support. A senior member of staff will provide support to the staff involved.

11. Other Procedures Concerning Incidents

- 11.1. All incidents involving the use of RPI will be reported to the Proprietor and, where appropriate, the Chair of the Governing Body will be consulted
- 11.2. Help, support, and reassurance will be given where appropriate to any persons involved.
- 11.3. The incident will be followed up in line with the Lokrum Fields Behaviour Policy.
- 11.4. A full review of the student's needs and support will be carried out to identify measures to prevent similar future incidents

12. Planning for Incidents and Meeting Training Needs

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- 12.1. Lokrum Fields is not a suitable school for students who regularly exhibit challenging behaviour. Places will not be offered to students who are expected to exhibit challenging behaviour of a nature which is likely to cause distress or anxiety to other students. Where significant challenging behaviour emerges after a student has started to attend Lokrum Fields, the suitability of their placement will be reviewed.
- 12.2. If we are aware that a student is likely to require RPI on more than one occasion in a half term, we will plan how to respond in line with Team Teach protocols and guidance. This will include involving the parents to ensure they are clear about what specific action we might need to take and obtaining medical advice if the child has any specific health needs. A risk assessment and a Risk Reduction Plan (RRP) will be drawn up, will be fully discussed with parents on an individual basis in advance of its implementation and added to the student's Ambition Pathway. It will be regularly reviewed with the student and their parents on a half termly basis.
- 12.3. Primary prevention of incidents of RPI is achieved through effective Team-Teach training to develop staff expertise in working with students who present challenging behaviours. Each student who presents challenging behaviour will have their own Risk Reduction Plan (RRP) which includes regular target setting to improve behaviour and Risk Assessments which outline the level of risk depending upon the activity or behaviour. All staff will be familiar with the RRP and any related Risk Assessments which should be reviewed on a regular basis and amended accordingly. RRP's should include:
 - 12.3.1. Any known medical conditions, e.g., diabetes, asthma, epilepsy, etc
 - 12.3.2. Trigger Areas – common places/times known to lead to Incidents of RPI.
 - 12.3.3. Trigger Behaviours – behaviours/situations known to lead to incidents of RPI. Such information will enable staff to be aware of environmental factors and the potential hazards that may be prevalent; if there is a physical stimulus that is provoking the student's responses that can be removed and whether the physical boundaries provide sufficient security
 - 12.3.4. Whether the student is known to assault staff or peers, or damage property.
 - 12.3.5. Preferred Supportive Strategies - effective supportive strategies known to defuse situations or behaviours
 - 12.3.6. Preferred Positive Handling Strategies - effective responses/holds

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- 12.3.7. Any strategies that are known to help avoid holding situations.
- 12.3.8. Recording in the Incidents Involving Physical Intervention Book
- 12.3.9. Evaluation/de-brief – Resolution Meeting, etc
- 12.3.10. Names/signatures of all involved.

13. Physical Contact with Students in other Circumstances

- 13.1. Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to students.
- 13.2. Some physical contact may be necessary during PE lessons, sports coaching, or if a member of staff has to administer personal care, first aid, or medication.
- 13.3. Students may need staff to provide physical prompts to help.
- 13.4. Physical contact must always be age appropriate, done openly and only where it is reasonable to assume that the student is comfortable with the interaction.