

Restrictive Physical Intervention Policy

Berrywood Values

Berrywood Primary School is committed to establishing a vibrant learning environment in which pupils and adults can thrive. We promote behaviours and attitudes that foster a 'growth mindset', respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution.

These have been compiled in consultation with all pupils and permeate all aspects of school life.

1. Members of the school community will be polite, courteous, helpful and kind.
2. Members of the school community will listen and be respectful of one another.
3. Members of the school community will strive hard in their learning.
4. Members of the school community will act in ways that keep themselves and others safe.
5. Members of the school community will take care of our environment and show pride in our school.

'*The Berrywood Way*' document provides more guidance regarding the values and the culture we are striving for.

Principles for the use of Restrictive Physical Intervention

If a child is presenting challenging and unsafe behaviours, our primary concern is to support the child to de-escalate and regulate their emotions.

We aim to do all we can in order to avoid using Restrictive Physical Intervention (RPI), for example:

- Building positive relationships based on mutual respect and trust.
- Consideration of Executive Functioning skills – how can we support the child with their areas of development?
- Are the child's physiological needs met? Are they thirsty? Are they hungry?
- Do they need a change of adult or a change of face?
- Predict and prevent based on individual needs and awareness of our pupils at Berrywood.

Staff will also consider:

- Potential triggers and patterns of unsafe behaviours
- Use of space
- Management of time
- Changes to environment
- Stance, posture and gestures
- Facial expressions
- Distractions

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning

environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults will:-

- use the principles of a growth mindset approach to all work and behaviour;
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour privately and quietly, listening to the pupil's voice; offering two choices.
- use restorative practices as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

We all have a duty of care towards the children in our setting and have a responsibility to intervene and keep them safe. There may be situations where we use our dynamic risk assessments to intervene to ensure that the child/children are safe. We use 'caring c's', repeat 'we need to keep you safe' and seek support from SLT whilst guiding a child to a safe place. Holding may form part of a positive behavioural support response if it calms and soothes an individual. If holding is used as a necessary safeguarding response, the expectation is that people communicate, assess the situation and continue to look and listen for opportunities to divert or de-escalate.

If the child remains heightened and is continuing to demonstrate unsafe behaviours then we may deem it necessary to restrain. Restraints or Restrictive Physical Interventions will only be used with support and guidance from the Headship team and/or our SENDCO.

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force will only be used in the event that other strategies have been unsuccessful in resolving the situation.

The school does not encourage the use of force. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member with responsibility at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded on the Child Protection Online Management System by the staff involved as soon as possible after the incident. In almost all circumstances, parents will be informed of any incident where force has been used although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so. If force has been used more than once with a child within a relatively short space of time, then parents will be informed and an Individual Behaviour Management Plan will be in place.

Seclusion

The school does not use seclusion as a behaviour management strategy. Seclusion is defined as the supervised confinement of a pupil in a room, alone, where they are prevented from leaving.

Any practice that could be perceived as seclusion must not be used unless it is necessary to prevent serious and immediate risk of harm and is lawful, proportionate, and for the shortest time possible.

Any incident involving the use of seclusion, or where a pupil is prevented from leaving an area, must be treated as a serious incident and:

- Recorded in full in accordance with the school's recording and reporting procedures.
- Reported to parents/carers as soon as practicable (ideally the same day).
- Subject to review to ensure practice remains lawful and in line with safeguarding guidance.

Such incidents should trigger a review of the pupil's behaviour support plan and risk assessment.

Planning around an individual and risk assessment

Where an individual child has an individual positive behaviour management plan, which includes the use of RPI, we ensure that such staff receive appropriate training and support in behaviour management strategies as well as Restrictive Physical Intervention. We consider staff and children's physical and emotional health when we make these plans and consult with the child's parents/guardians.

We use this risk assessment to inform the individual behaviour plan that we develop to support the child. If this behaviour plan includes RPI it will be as just one part of a whole approach to supporting the child's behaviour.

The behaviour plan outlines:

- Our understanding of what the child is trying to achieve or communicate through his/her behaviour.
- The Executive Functioning skills which need to be developed and how e.g. flexible thinking and/or impulse control.
- How we adapt our environment to better meet the child's needs.
- How we teach and encourage the child to use new, more appropriate behaviours.
- How we reward the child when he or she makes progress.
- How we respond when the child'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 RPI. We choose these responsive strategies in the light of our risk assessment.

What type of RPI can be used

Any use of RPI by our staff should be consistent with the principle of reasonable force '*minimum force for the shortest time.*'

Restrictive intervention can take several forms. It might involve staff:

- physically interposing between children
- blocking a child's path
- holding
- guiding
- leading a child away by placing a hand in the centre of their back
- leading a child away by holding their hand
- (in extreme circumstances and only if staff are trained) using more restrictive holds

Any restrictive intervention must always be **reasonable, proportionate and necessary**. It should be **applied only until the immediate threat is past and require the minimum amount of force necessary**.

Where staff need specific training in the use of RPI, we arrange that they should receive Team Teach training, through Hampshire County Council. This training is accredited by the Institute of Conflict Management (ICM). We ensure that staff have access to appropriate refresher training.

Further, we actively work to ensure general training is accessed by our staff in the following areas:

- Behaviour policy
- Executive functioning
- De-escalation techniques.

Other physical contact:

Physical contact with a pupil may be proper or necessary in order to:

- Demonstrate exercises or techniques during PE lessons
- Administer first aid
- Provide young children with physical prompts or help
- Comfort a pupil in distress
- Reassure very young pupils

Recording and reporting

All incidents involving the use of reasonable force or RPI must be recorded in writing as soon as practicable after the event, and staff should endeavour to complete this on the same day.

The record must be completed by the staff member(s) involved using the appropriate recording format (e.g. the Hampshire *Planning and Recording Physical Interventions in Schools* record sheet) and should include:

- Date, time, location, and duration of the incident
- Names of all individuals involved, including witnesses
- A clear description of the incident, including:
 - What led to the intervention
 - Why the intervention was necessary
- Details of the intervention used, including:
 - The nature of the force applied
 - The level and duration of force
- Any injuries sustained by pupils or staff
- Any follow-up actions taken, including debrief and support

This requirement applies in all circumstances, including where RPI is part of a pupil's agreed behaviour support plan.

Where an incident results in injury to a member of staff, it must also be recorded in line with the corporate accident/incident reporting procedure using an ABCC form.

The headteacher (or designated senior leader) must be informed as soon as possible following any incident involving RPI.

Parents/carers must be informed as soon as practicable, ideally on the same day, and provided with a clear, factual account of the incident. This should include the time, date, location and duration of the incident, the reason the intervention was necessary, the type and degree of force used, and details of any injuries where applicable. Communication may take place via telephone, email or a secure online system. As best practice, a follow-up meeting should be offered to discuss the incident in more detail, review support strategies, and maintain positive home-school relationships. In rare cases, the school may need to inform external agencies, including the police (e.g. where an incident

involves weapons or serious criminal behaviour). This will be in line with relevant legislation and guidance, including *Searching, Screening and Confiscation (DfE)* and the Violent Crime Reduction Act 2006.

Supporting and reviewing

Following any use of RPI, the school will ensure that a structured post-incident debrief process takes place. This process is intended to support the wellbeing of both pupils and staff, promote reflection and learning, help repair and rebuild relationships, and reduce the likelihood of recurrence. The debrief should take place as soon as appropriate, once all individuals are calm and regulated, and should include opportunities for both pupils and staff to reflect on the incident. It should explore what happened, why the intervention was necessary, any triggers or contributing factors, and consider alternative strategies for the future. Where possible, the discussion should be facilitated by a member of staff not involved in the incident, with consideration given to the presence of a second adult to ensure impartiality and support. Outcomes from the debrief should be recorded and used to inform any updates to behaviour support plans and risk assessments.

Concerns and complaints

The use of RPI is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use. In particular, a child might complain about the use of RPI in the heat of the moment but on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of RPI was inappropriate. This is why we are careful to ensure all children have a chance to review the incident after they have regulated their emotions and calmed.

If a child or parent has a concern about the way RPI 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 headteacher is immediately informed. Our staff will always seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally. This is not to be seen as necessarily a failure of professional technique but a regrettable and infrequent side effect of making sure the pupil remain safe. We would also follow our child protection procedures. In the absence of the headteacher, in relation to RPI, we ensure that the Deputy Headteacher is informed. If the concern, complaint or allegation concerns the headteacher, we ensure that the Chair of Governors is informed.

Reviewed by: Amber Adams

Authorised by: Chris Reilly

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