

## **Slaithwaite C.E J.I School**

### **RESTRICTIVE PHYSICAL INTERVENTION (RPI) POLICY**

#### **1. Approval**

1.1 This policy was approved by Governors at a meeting held 25<sup>th</sup> May 2022

#### **2. Further Guidance**

2.1 This policy takes into account

- a) 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 (modified 2012)
- b) DOH & DFES Guidance for Restrictive Physical Interventions July 2012
- c) Use of Reasonable Force Guidance 9/2012 (England)

#### **3. Important definitions**

3.2 Time out - Restricting positive reinforcement as part of a planned behavioural programme (requires written agreed behaviour plan).

3.3 Withdrawal - A young person is removed from the situation but observed and supported until they are ready to resume.

#### **4. Restrictive Physical Interventions**

4.1 Slaithwaite C.E J. I School promotes a pro-active approach to the effective support and management of challenging behaviours. Restrictive Physical Intervention (RPI) is always used a last resort when all other appropriate strategies and interventions have been used. RPI techniques involve at least two staff members, allow for verbal communication and safety remains paramount.

4.2 Any intervention, whether it is verbal or physical, should have a clear explanation of why it has come about and should inform the individual as to an appropriate form of behaviour for the future.

4.3 Restrictive Physical Interventions may be appropriate when:

- a) There is a risk of injury to the young person or others
- b) There is imminent risk of damage to property
- c) There is imminent risk of an offence being committed
- d) A child is compromising good order and discipline (i.e. causing distress to other children or continually preventing others from learning)

4.4 Restrictive physical interventions can be employed to achieve a number of different outcomes:

- a) to break away or disengage from dangerous or harmful physical contact initiated by a child;
  - b) to separate the child from a 'trigger', for example, removing one pupil who responds to another with physical aggression;
  - c) to protect a child from a dangerous situation – for example, the hazards of a busy road.
- 4.5 It is helpful to distinguish between:
- a) **planned intervention**, in which staff employ, where necessary, pre-arranged strategies and methods which are based upon a risk assessment and recorded in support to self-regulate plans;
  - b) **emergency or unplanned** use of force which occurs in response to unforeseen events.
- 4.6 Restrictive Physical interventions should only be used in the young person's best interest and where:
- a) Actions are reasonable, proportionate and necessary
  - b) Minimum force is used for the shortest time
  - c) Techniques are the least intrusive and maintain the dignity of the individual and the positive relationships of those involved

## 5. Unacceptable use of physical interventions

- 5.1 It is unacceptable to use physical interventions when;
- a) Less intrusive methods would be more effective
  - b) Force is used as a punishment
  - c) There is pain, distress or psychological trauma
  - d) It increases the risk of abuse
  - e) It becomes routine
  - f) It undermines the dignity of staff and the young person or humiliates or degrades those involved
  - g) It creates distrust and undermines personal relationships

## 6. Examples of Restrictive Physical Intervention

- 6.1 Examples of Restrictive Physical Intervention are:
- a) Barring the path of an individual to re-direct or intervene
  - b) Using an approved hold to minimise danger to others or danger of self-harm
  - c) Using an approved hold to move a young person away from a dangerous situation

## 7. Risk Assessment

- 7.1 Slaithwaite C.E J.I School identifies children who are likely to pose severe and challenging behaviours and a support to self-regulate plan is written. This outlines possible triggers, de-escalation strategies and appropriate levels of intervention. A risk assessment also forms part of this plan.
- 7.2 Staff should be aware that there may be pupils who present behaviours which are challenging, unacceptable and/or dangerous, which have not been risk assessed. At these times staff should use their professional judgment to assess the risk in the particular situation.

## **8. Physical Intervention Training for Staff**

- 8.1 Training has been arranged for key staff who are working with children exhibiting challenging behaviour.

## **9. Team Teach**

- 9.1 Slaithwaite C.E School has adopted the Team Teach system of positive interventions and handling that is delivered in-house by trained staff. Staff new to school who will be working with children with challenging behaviour will complete the next available course. Team Teach provides an accredited training framework designed to reduce risk and through working together to help safeguard people and services. Staff members complete a 6 hour basic course every 3 years, with regular refreshers as part of their on-going training.
- 9.2 The Team Teach course is endorsed by the Department of Education, the Department of Health and the British Institute of Learning Disabilities and its code of practice (BILD) (ICM) Institute conflict management 2015 in addition to professional teaching bodies.
- 9.3 Staff have a legal duty when using reasonable force to make reasonable adjustments for children with special educational needs.
- 9.4 The Team Teach approach employs gradual and graded responses which allow practitioners to move between techniques to respond to individual need whilst maintaining control.
- 9.5 Slaithwaite School keeps a list of all Team-Teach trained staff. It should be noted that in an emergency situation any person can assist in an intervention but this must fall within legal boundaries. All members of staff have a legal power to use reasonable force (*Use of Force Guidance 9/2012*)
- 9.6 Authorisation to carry out physical intervention should not be given to any member of staff unless they have undergone training.

## **10. Support during Incidents**

- 10.1 If staff feel uncomfortable or feel the individual will be safer if released from a hold, they should release and withdraw as trained.

## **11. Post Incident Procedures**

- 11.1 Following an incident staff and the individual must be given the opportunity to re-establish their inter-personal relationships through the listening and learning reflection process, providing the opportunity to discuss the incident, any

underlying issues, and seek to establish a more appropriate alternative behaviour for future situations.

11.2 Staff will be offered support guidance and the opportunity to seek advice and assistance by other professional bodies should they be deemed necessary.

11.3 It is essential that staff complete the green serious incidents bound and numbered book. Families will be contacted with an explanation and an appropriate plan of action may need to be established towards ensuring a safe environment for the individual and the community.

## **12. Recording the use of restrictive physical Intervention (RPI)**

12.1 It is essential that Slaithwaite School keeps up-to-date records of any incidents where RPI is used. It is always advisable to inform families of such an incident and to allow an opportunity to discuss it at the earliest opportunity.

12.2 Records of incidents include the following information:

- a) the name(s) of the child/children involved
- b) the date, time and location of where the incident took place
- c) why the use of RPI was deemed necessary
- d) a detailed account of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the RPI used
- e) the young person's response
- f) the outcome of the incident
- g) the debrief process
- h) a description of any injuries suffered by the young person or others and/or any property damaged during the incident. .... School will inform the Local Authority of all serious injuries.

12.3 Slaithwaite School will retain records of incidents involving the use of RPI until the member of staff involved has reached normal retirement age or for 10 years if that is longer.

## **13. First Aid**

13.1 After a physical intervention the named person responsible for first aid should assess the child. Medical advice, where appropriate, should be sought on restraining children with certain conditions, e.g. asthma, brittle bones etc.

13.2 The UOF guidance Nov11 acknowledges the potential for injury to both children and staff involved in RPI and this should not automatically be seen as evidence of malpractice.

## **14. Allegations of abuse against staff**

14.1 Please refer to the Allegations of Abuse against Staff policy.

## **15. Behaviour**

15.1 Please refer to the Behaviour policy.

## **16. Whistleblowing**

16.1 Please refer to the Whistleblowing policy.

## **17. Complaints**

17.1 Please refer to the Compliments and Complaints policy.

**18. Health & Safety**

18.1 Health and safety issues are described fully in the Health & Safety policy. It is the responsibility of all staff to report any issues without delay to a member of the senior leadership team.