



Restrictive Physical Intervention Policy Petersfield Church of England (Aided) Primary School

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God teaches us we are all equal, valued and unique.

We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **"I have come that they may have life, and have it to the full." John 10:10.**

Love: 1 Corinthians 13:4-7 - It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:4 - It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

Peace: Thessalonians 5:13 - It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke 6:31 - We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 - Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

1. Behaviour Expectations at Petersfield

At Petersfield, we believe that pupils need to be safe, know how to behave pro-socially and know that the adults around them are able to manage them safely and confidently. The use of restrictive physical intervention (RPI) will only be needed for a very small minority of pupils who demonstrate dangerous behaviour. On such occasions, acceptable, planned and agreed forms of intervention may be used.

The majority of pupils behave pro-socially and conform to the expectations of our school. We have a responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling difficult and dangerous behaviour in relation to the whole school, each class and individual pupils. All school staff will receive training to feel that they are able to manage difficult behaviour and have an understanding of what anti-social behaviours might be communicating. They need to know what options are available to them for managing dangerous behaviour. Difficult behaviour is behaviour that is anti-social, but not dangerous. It should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'. Dangerous behaviour is behaviour that is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

2. Acceptable forms of physical intervention at Petersfield

There are occasions when staff may have cause to have physical contact with pupils for a variety of reasons.

- Physically separating a child from their parent
- Physically comforting a child
- Steering, guiding or escorting a child
- Comforting a pupil in distress (so long as this is appropriate to their age)

- Averting danger to pupil/s or staff in an emergency
- Praising a pupil
- For curricular reasons (for example in PE, drama etc.)
- In rare circumstances, restraining a child (RPI)

In all situations where physical contact between staff and pupils takes place, staff must consider:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location where the contact takes place

The pyramid below represents a graduated process of intervention for behaviour. The majority of pupils in our school and other education provision will have their needs catered for at the lower end of the pyramid.



3. Restrictive Physical Intervention (RPI)

Definition: Restrictive physical intervention (RPI) is the term used to describe any method where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use 'reasonable force' to control or restrain pupils in circumstances that meet the following legally defined criteria:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

There is no legal definition of 'reasonable force', though, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it

- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

Seclusion is an approach to RPI which may only be deemed acceptable in emergency situations, for example, if a student is wielding a knife and cannot be part of a planned approach to managing behaviour. The definition of physical force also includes the use of mechanical devices (e.g., splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as RPI.

4. When the use of RPI may be appropriate at Petersfield

Restrictive physical intervention may be used when all other strategies have been considered and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency (see Section 3. above). Certain pupils may become distressed, agitated and out of control, and need calming with a brief RPI that is un-resisted after a few seconds. The safety and well-being of all staff and pupils are important considerations. Under certain conditions, such as preventing serious injury this duty must be an over-riding factor.

5. Who may use RPI at Petersfield

The teaching and support staff in school are authorised by the Headteacher to have control of pupils and must be aware of this policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Headteacher has lawfully placed an adult in charge of children, then that adult will be entitled to use RPI within the given circumstances. We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to manage what can be very difficult situations and in which they exercise their duty of care for the pupils.

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils in doing so. At times there may be a requirement to use RPI without a plan – this would be considered to be an emergency situation for example:

- preventing a child running into traffic/water
- preventing immediate harm to self or others e.g., a fight or significant destruction

Staff will be aware of 'reasonable force' and 'proportionate response'. After such an incident, a full debrief of student, staff and witnesses should occur. A plan must be made, or review of the risk management plan must take place, to mitigate against a recurrence of the situation which led to the RPI.

Trained or untrained staff have a duty to act in an emergency with unforeseeable risk of imminent harm.

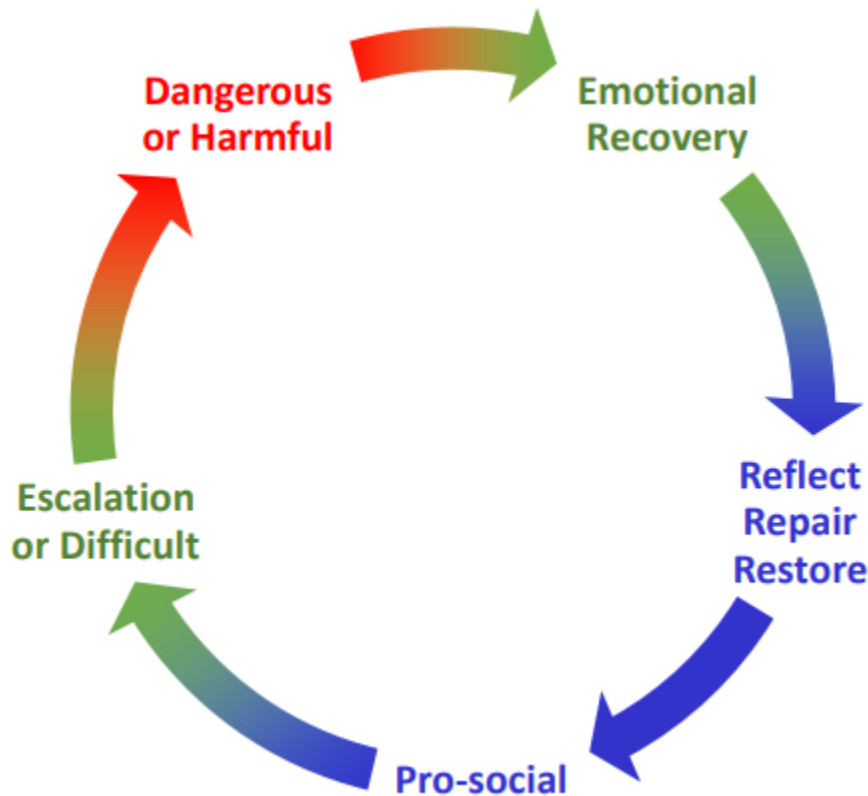
6. Developing required Behaviour Plans at Petersfield

Our school behaviour policy plans for the majority of children. In addition, some children may require an individual behaviour plan to formalise those strategies that differentiate from the whole-school policy.

When considering whether to complete a behaviour plan for a pupil, we complete a robust analysis of each pupil's behaviour. This analysis may include using a graduated response encompassing early prognosis and identification of what needs are being met through the behaviour (what is the function of the behaviour?), risk calculation to determine the seriousness and probability of behaviour, protective and educational

consequences, conscious and subconscious behaviour analysis, anxiety mapping, predict and prevent planning and roots and fruits.

When writing a behaviour plan, we take into account our planned responses for all the areas below:



We always ensure that the reflect, repair and restore stage:

- focuses on harm that has been done
- considers how the harm can be repaired
- looks at experiences, feelings and needs
- plans to ensure conflict is less likely to happen in the future.

The plan is regularly reviewed with staff, pupil (if appropriate) and parent/carers.

7. How RPI is recorded at Petersfield

The use of a restraint or restrictive intervention, whether planned or unplanned (emergency), must always be recorded as quickly as practicable, usually on the same day (and in any event within 24 hours of the incident) by the person(s) involved in the incident, in a book with numbered pages. The written record should include:

- the names of the staff and child or young persons involved;
- the type of restrictive intervention employed;
- the reason for using a restrictive intervention (rather than non-restrictive strategies);
- how the incident began and progressed, including details of the child 's behaviour, what was said by all those involved, and the steps taken to defuse or calm the situation;
- the degree of force used, how that was applied, and for how long;
- the date and the duration of the whole intervention;
- whether the child or young person or anyone else experienced injury or distress and, if they did, what action was taken.

All records should be open and transparent and enable consideration to be given to the appropriateness of the use of restraint. Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or

colleges are always effective and comply with the law. The designated safeguarding governor at Petersfield, named on the school website:

<https://www.petersfield.cambs.sch.uk/site/pages/pageReact.php?page=governors&t=1691514910> takes leadership responsibility for monitoring the school's restraint arrangement.

8. Complaints

It is intended that by adopting this policy and keeping parents and governors informed, we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies. The following guidance on complaints following a RPI is from page 7 of the DfE 2013 document 'Use of reasonable force in schools' (ref: DFE-00295-2013).

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Staff need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention.

Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of an RPI, including the nature of the intervention, and the rationale for its use.

Appendix 1 - Definitions

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Consequence (protective): Removal of a freedom to manage harm. They are necessary measures to manage the risk of harm that results from dangerous behaviours. Protective consequences limit freedoms

Consequence (educational): The learning, rehearsing or teaching so the freedom can be returned.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic Risk Assessment :An assessment of risk based on all relevant factors available in the moment undertaken by a individual that needs to employ immediate and appropriate actions to manage the presented risk posed during an incident caused by dysregulation. This individual should trained to employ appropriate actions (eg via Cambridgeshire Steps)

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Restrictive physical intervention (RPI): Any method which involves some degree of direct force to try and limit or restrict movement (Restraint Reduction Network 2019).