



Trust Policy

Restrictive Physical Intervention Policy

Approver: Trust Board
Review Cycle: Triennial

Revision History			
Date	Version	Short Description of Changes	Approved by:
Mar 2023	1.0	Policy adopted	Trustees

This Policy Applies To:
Secondary Schools Primary Schools Centralised Trust Employees Trustees & Governors

Document Management Information

Applicable to:	All staff
Development and Consultation:	In line with best practice on physical intervention.
Dissemination:	Via SendMy, on the staff hub on Trust Website
Implementation:	To be used with learners who are presenting challenging behaviours in all school settings.
Training:	Specific school staff will be identified to receive specialist training in RPI, these staff in turn will become internal trainers for colleagues.
Review Frequency:	Triennially
Based on:	Newby and Scalby and Friarage's Restrictive Physical Intervention Policies
Policy Author:	Trust DSL - Primary
Executive Policy Owner:	Director of Learning
Approval by:	Trust Board
Version	V1.0
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Next Review Due:	Mar 2026

If you require this policy in a more accessible format please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version: It is most important to note that there is no one correct way to support pupils who present with challenging behaviour. Pupils with learning, social, emotional or mental health difficulties need encouragement and understanding as well as clear boundaries. When pupils present with behaviour which puts themselves or others in danger, we acknowledge that staff may need to use physical intervention techniques to keep everyone safe, including other learners and members of staff.

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.

The RPI policy is part of a wider behaviour policy which outlines a pro-active approach to promoting positive behaviour. If RPI is used as a part of a planned response for a pupil, the plan should be informed by the "CYPS Risk Assessment for Managing High - Level Challenging Behaviours & Self Harming" which is carried out using the recommended format.

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1 Introduction

- 1.1 This policy sets out the Coast and Vale Learning Trust's (the Trust's) approach to dealing with behaviour that puts a learner, member of staff or property at risk of damage. Whilst it is rare for behaviour that may need Restrictive Physical Intervention (RPI) it is important to know that this is an option open to us, but would only be considered as a last resort in order to keep learners, staff and property safe.
- 1.2 The Trust's approach to managing behaviour is always to reinforce positive behaviour, however, it is recognised that sometimes it may be necessary to use positive handling in order to safeguard learners, staff or property.

2 Severe Challenging Behaviour

- 2.1 Staff may legally use restraint if a child is in danger of hurting themselves or others. They may also, with reasonable force, remove a child from a difficult situation. Usually a firm handhold is enough.
- 2.2 Examples of when it may be necessary to use positive handling could include learner's fighting or trying to hurt another learner or if a learner refuses to leave a room when instructed to do so. It is impossible to give a definitive list.
- 2.3 The Trust has a number of staff who have Restrictive Physical Intervention training in a range of methods that defuse potentially violent situations and these people would always be contacted to support staff. If it is not practicable to wait for assistance then it may be necessary for staff to intervene in order to keep everyone safe.

2.4 The Trust's approach to reasonable force has been guided by the DfE Use of reasonable force document, which can be accessed on the DfE website.

2.5 Children are always advised about the consequences of challenging behaviour. However, some learners because they are in a distressed state or have a specific condition will not always understand.

3 What is positive handling?

3.1 For the purpose of this policy, 'positive handling' is the positive application of force with the intention of protecting learners, staff and limiting damage to property.

3.2 Legal framework and national guidance often refer to the 'use of force' – this policy uses the term 'positive handling' whenever possible.

3.3 Positive handling is used in the Trust to:

- Restrain a learner who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the learner involved can do to themselves or others.
- Demonstrate to learners that they are within a safe environment in which adults can contain learners' anger and other erratic emotions.
- Protect all learners against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

3.4 Positive handling will be limited to emergency situations and used only as a last resort.

3.5 Where positive handling is required, the Trust will abide to the following guidance:

- Initial intervention will always be without force.
- Any physical intervention will follow other appropriate actions.

3.6 Staff will take a calm and measured approach in all situations.

3.7 Failure to positively handle a learner who subsequently gets injured, or injures another learner, could lead to an accusation of negligence.

3.8 Positive handling will never be invasive or humiliating in nature or take a form, which could be seen as punishment

3.9 Positive handling will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the learner to regain self-control.

4 What is reasonable force?

- 4.1 The use of reasonable force is only acceptable to control learners or restrain them and involves using no more force than is needed in the circumstance.
- 4.2 'Control' refers to either passive physical contact, such as blocking a learner's path, or active physical contact such as leading a learner by the arm.
- 4.3 'Restraint' refers to physically bringing a learner under control, such as holding them back. This is typically used in more extreme circumstances, such as to separate two learners fighting.
- 4.4 The following list is not exhaustive, but provides examples of situations where the Trust may decide to use reasonable force:
- Disruptive children must be removed from the classroom when they have refused an instruction to do so.
 - Members of staff need to control disruptive learners on school trips, or similar.
 - Members of staff must prevent a learner from leaving a classroom where doing so would risk their safety or lead to behaviour that disrupts the behaviour of others.
 - A learner is attacking a member of staff or another learner.
 - A learner is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- 4.5 Physical intervention will never be used as a punishment or as a substitute for good behavioural management in accordance with the school's Behavioural Policy.
- 4.6 All members of the Trust staff have the legal power to use reasonable force.

5 Power to search learners without consent

- 5.1 In addition to the general power to use reasonable force, Headteachers and authorised staff can use force as a reasonable response given the circumstances to conduct a search for the following prohibited items:
- Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks

- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

5.2 Force cannot be used to search for items banned under the school rules.

5.3 The Trust acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs.

6 Using Force

6.1 Approved Techniques

6.1.1 The following techniques present an acceptable level of risk when used on children and young people by adults that have undertaken RPI training. There may be occasions when the safety of others is at risk due to another learner's behaviour, in these circumstances it may be necessary for staff who haven't had RPI training to intervene to. These are examples of techniques that can be use, suitability will always depend on the situation and what is required to keep people safe.

- Holding hand to guide out of a room
- Guiding a learner to a place of safety or out of a situation
- Remove other learners from a space and have supervision on the remaining learner

6.2 Banned Techniques

6.2.1 The following restraint techniques present an unacceptable risk when used on children and young people:

- The 'seated double embrace' where two staff members force a learner into a sitting position and lean them forward whilst a third staff member monitors their breathing.
- The 'double basket-hold' in which a learner's arms are held across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the learner's nose.

7 Behaviour Accessibility Plan

7.1 When a learner has needed to be restrained, or if the Trust is aware this is a possibility, a Behaviour Accessibility Plan will be drawn up by the Pastoral/Inclusion Team with advice from the SENCo. Parents and Carers will have input into this and it will be shared with the staff team who will be supporting that learner. The Behaviour Accessibility Plan will include the Trust's positive reinforcement of desired behaviours.

8 Recording an Incident

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- 8.1 When it has been necessary to use restraint this will be recorded on the appropriate form via CPOMS (Appendix 1). Please note that the form may be updated outside of the review cycle of this policy. An incident will be recorded as soon as possible and, ideally within 2 days.
- 8.2 The Trust would always inform the parent or carer that restraint has been necessary, this will usually be undertaken by a member of the Senior Leadership Team or the Pastoral/Inclusion Team. The Behaviour Accessibility Plan will be reviewed after any incident needing restraint to reduce the risk of using RPI again.
- 8.3 Where an incident has caused an injury to staff or another learner, this should be recorded on the appropriate incident/accident forms.

9 Reviewing the incident

- 9.1 The Trust recognises that it may be distressing to the child who is being restrained as well as the staff member undertaking the restraint. The Trust will give support to any child who has been restrained to help them to understand why it was necessary and to talk it through. In all cases the child will be allowed to calm down after the incident to allow the conversation to be productive and focussed on helping the child to learn from the experience.
- 9.2 The Trust would also seek to support any other child who was upset by the incident as well as giving staff the opportunity to talk it through.

10 Concerns and complaints

- 10.1 The use of restrictive physical intervention 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 restrictive physical intervention 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 restrictive physical intervention was inappropriate. This is why we are careful to ensure all children have a chance to review the incident after they have calmed down.
- 10.2 If a parent has any concerns regarding the use of RPI they should contact the Senior Leadership Team or the Pastoral/Inclusion Team. If you wish to make a complaint then there is information on how to do this on the Parent Information section of the Trust website.

11 Data Protection

- 11.1 The Trust will adhere to the Data Protection Principles and other legislative requirements set out in the Data Protection Act 2018, (UK) General Data Protection Regulation, and related information governance legislation.

Appendix 1: Restrictive Physical Intervention Form

School.....

Name of learner.....Class/Mentor Group.....

Is this learner a looked after child/SEN/vulnerable?.....

When did the incident occur?

Date	Day of week	Time	Location

Staff involved

Name	Designation	RPI Trained	Involved: Physically (P) Observer (O)	Was staff member injured? ¹	Staff signature
		Yes/No	P / O	Yes/No	
		Yes/No	P / O	Yes/No	
		Yes/No	P / O	Yes/No	
		Yes/No	P / O	Yes/No	

Please describe the incident and include:

1. What was happening before?
2. What do you think triggered this behaviour?
3. What de-escalating techniques were used prior to physical intervention?
4. What was the behaviour?
5. Details of any injuries to other individuals. Please continue on a separate page if you need to but ensure it is attached to this record.

RPI technique(s) used (tick as appropriate).

¹ If a staff member is injured an accident/incident form should be completed.

Technique	Standing/Escort	Sitting/Chairs	Kneeling	Ground
Breakaway/Defensive				
One person				
Two People				

Please give details below of hold, e.g. single elbow, double elbow, wrap etc.

How long was the learner restrained?.....

Was the learner restrained on the ground: Yes/No.

If yes: Did they go to the ground independently: Yes/No

Were they taken to the ground by staff: Yes/No

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the learner. These need not be added to this form but should be incorporated in the individual plans for the learner.

Has the learner been restrained before? Yes/No

A learner should have an accessibility plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the accessibility plan need to be reviewed as a result of this incident?

Yes/No

Does the risk assessment need to be reviewed as a result of this incident?

Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to and when?

.....

Was there any medical intervention needed? Yes/No

Include name of any injured person and brief details of injuries. Please use the body map

.....

.....

Please specify any related record forms

Accident book Y/N Anti Bullying and Racist Incident Record Form Y/N

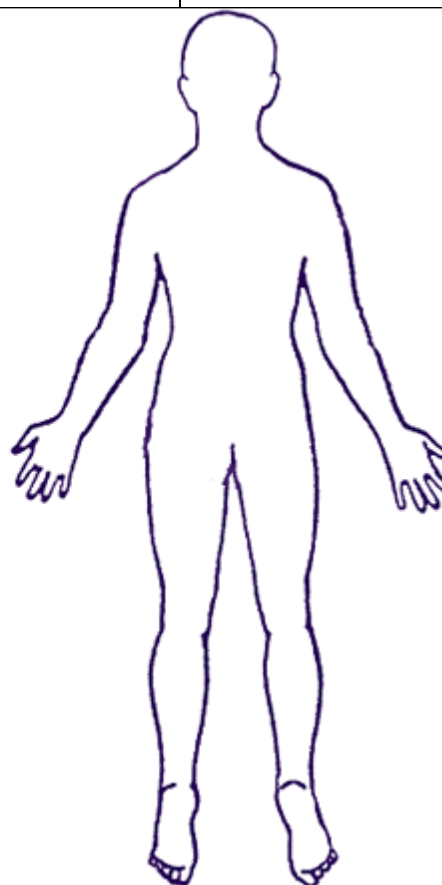
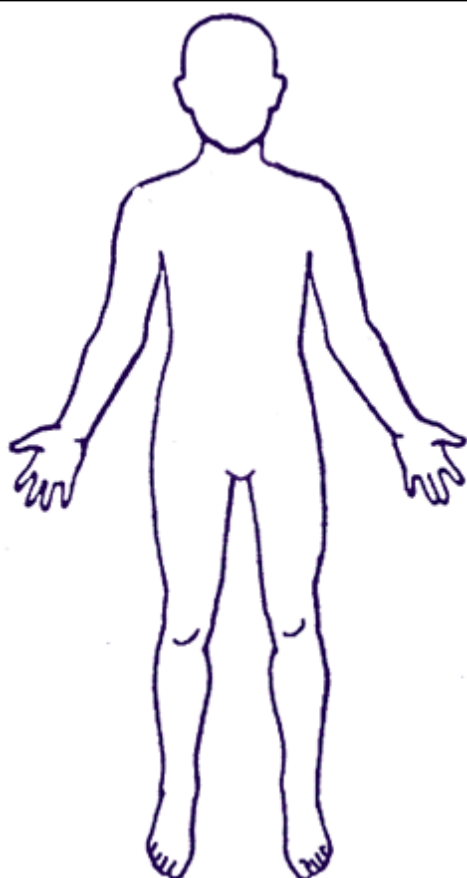
Body Map Y/N Incident Record Y/N Complaints recorded Y/N

Other (please specify)

Was the learner debriefed?	Yes/No
Were staff offered a debrief?	Yes/No
Was it taken up?	Yes/No

Parents/carers were informed

Date	Time	By whom?	How? Phone call etc.



Please use the diagram above to indicate any injuries or marks.

Form completed by
Designation..... Date and time.....

Date CPOMS updated with this incident: