



Restrictive Physical Intervention **(RPI) Policy**

This policy does not intend to cover all eventualities, but to offer general guidance to staff and contribute to the insurance of safeguarding all parties. The decision on whether or not to use Restrictive Physical Intervention (RPI) is down to the professional judgement and individual assessment of the staff member(s) responding and should always depend on the surrounding circumstances, be in the best interest of the child and be proportionate and justifiable.

HEATH FARM SCHOOL

HEADTEACHER: Jason Pearn

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1. Introduction

- 1.1 This policy is to be read in conjunction with all other school policies, inclusive of but not limited to, Positive Reinforcement Behaviour and Safeguarding Policy and DfE (2013) Use of Reasonable Force.
- 1.2 This policy is to be utilised and implemented in times where Reasonable Force / Restrictive Physical Intervention (RPI) is foreseen or has been required. **Reasonable Force** – Necessary and proportionate – Reasonable and suitable – Justified. **CPI** – Has to be Safe, Effective, Acceptable and Transferrable.

- 1.3 The school's values to RPI is based on CPI guiding philosophy of **CARE**- Respect, dignity, empathy and person – centred; **WELFARE**- Maintaining independence, choice and well-being; **SAFETY**-Protecting rights and minimising harm; **SECURITY**- Safe effective, harmonious and collaborative relationships. This further strengthens and supports the schools values of **Love and Commitment** and the respecting of students at all times, while taking into account each individuals special educational needs. By adopting a child centred approach, which remains underpinned by relevant theoretical models within our Positive Behaviour Reinforcement System (PBRS) and/or all the non-physical interventions that our Positive Behaviour Reinforcement Policy contains, the CPI philosophy is maintained.

Please see Heath Farm School Positive Touch Policy.

RPI is used in the best interest of the students and as a response to presented or suspected behaviour(s) that challenge, safeguarding all parties and property surrounding them; this includes the management of violent and / or aggressive incidents in a controlled and caring manner by utilising staffs core training in the use of **Crisis Prevention Institute (CPI)** techniques or the implementation of Reasonable Force. **CPI Safety Intervention** is our selected modality and is accredited by **Bild Association of Certified Training**. **All staff have a two-day course of Safety Intervention Foundation Training.**

- 1.4 The school attempts to provide a positive learning experience for all students by creating an environment conducive to a high quality of care. Students are encouraged to discuss and alternatively address specific difficulties that could escalate to the implementation of this policy through the use of the school's PBRS, which mainly includes non-restrictive methods. RPI is to be used as a last resort, when all other options have been explored or an assessment is made that non- physical measures are inadequate due to the presenting circumstance.
- 1.5 Students who attend the school have an individualised Well-being Support Plan (WbSP) - Level 1 Risk Assessment. Students who either have a regular or an increased occurrence of this policy being implemented and / or a repeated reliance on the Proactive and Reactive Intervention Phase of our PBRS will require the completion of a Pupil Risk Assessment (PRA) - Level 2 Risk Assessment. These working documents are devised as a collaborative process involving staff and when appropriate student and their wider professionals, providing insight and evidence to the identified approaches that are necessary, proportionate and reasonable in non-restrictive interventions while offering a planned and consistent approach in responding to an escalation in behaviour(s) that challenge to the point of RPI. WbSP's ensure that staff intervention is from a Basic Functioning and Early Intervention Phase. PRA's are a framework and working document that aid staff to work within a Proactive and authorised Reactive Intervention Phase. The implementation of these result in the need for our Reactive Intervention Phase being minimised to emergency use only and a plan being devised where a core objective for 'reduction of RPI' is evident.
- 1.6 The school is transparent around the use of RPI and awareness of this policy is shared on induction with staff, student, professionals and parents.

1.7 **The School defines an RPI as:**

The use of physical contact to manage the resistance of an individual who intend to cause actual or potential risk or disorder, this being with force that is 'reasonable in the circumstances', meaning using no more force than is needed.

1.8 Under staff's obligation in delivering a duty of care both on school site and during school outings, guidance is given that the use of RPI / Reasonable Force has been permitted by the Head Teacher (in line with the DfE 2013 Use of Reasonable Force guidance) in a response to student potentially or actually:

- **Harming themselves;**
- **Harming others;**
- **Causing damage to property;**
- **Causing disorder to the running of the school or outing; and / or**
- **Are suspected or in the process of committing a crime.**

1.9 Staff are to evidence that other less restrictive and intrusive method, as offered through the PBRs, had been considered, explored and failed or deemed as inadequate to the presented circumstances; and they acted in accordance with section 93 of the Education and Inspections Act 2006 (updated August 2021). Further legislation and government guidance incorporated in this policy includes:

- **The Education Act;**
- **The Education (Independent School Standards) Regulations 2020;**
- **Equality Act 2010;**
- **DfE Behaviour and discipline in schools - Advice for Headteachers and school staff (2020)**
- **DfE- Use of Reasonable Force Advice for Head Teachers, Staff and Governing Bodies- (2013);**
- **Reducing the Need for Restraint and Restrictive Intervention – Children and Young People - 2019**

1.9.1 The school does not promote the use of RPI to gain compliance from an individual, force control as a punishment or as an act of revenge. This includes the lifting, carrying, pushing and pulling of an individual; except in times where Reasonable Force can be justified, or through a proactive plan (PRA) overseen and / or verified by CPI Trainer and authorised by a member of the Senior Leadership Team (SLT).

1.9.2 Our overall on-going objective is in the reduction of RPI being used, and student being able to self- regulate and become autonomous in times of dysregulation, as demonstrated through the school's Positive Behaviour Reinforcement Policy objective of Self-Governance.

2. Policy and Practice Guidelines

- 2.1 Staffs have a duty of care to use RPI / Reasonable Force when required and in the best interest of all parties. There is not an expectation for cover staff to use RPI. However, all staff that the Head Teacher has put in charge of students have the legal right to use Reasonable Force (as directed through staff induction and highlighted in guidance and legislation as listed above- 1.9). The SLT are to have a consideration in the placement of these staff ensuring an assessment has been made in relation to the safeguarding of all parties and reinforcing the Basic Functioning Phase of the school. The Head Teacher has the authority to permit the use of force throughout the school. Where cover staff are used on a regular basis training will be provided in the use of Reasonable Force. However, through legislation / government guidance all individuals have the right to protect themselves and / or others through the use of force. In these times it must be demonstrated that no other options were available and the force used was professionally, ethically and legally defensible. Permanent certified CPI qualified staffs are to assist in a takeover when the opportunity arises and it is safe to do so. In times where this has occurred cover staff are to report directly to a CPI Trainer for debrief and advice on the procedural points of this policy. In these times an Incident Review will be completed.
- 2.2 Staff joining the school with a valid CPI certificate being transferred from another organisation / agency is to provide a copy of their certificate and summary of training covered to ensure their skills are transferable to the school. These staff will be required to attend a refresher course with a CPI Trainer. The duration and outcome of this is dependent on the individual's skills and experience and based on the assessment of the trainer facilitating the event in liaison with the SLT. If the individual's certificate is not to the level of the school's - a 12 hr Basic Programme, they will only be permitted to use skills that they are qualified / certified in. If the incident requires further levels of intervention they are to swap with a fully qualified CPI member of staff when the opportunity arises and it is safe to do so, if not possible then they are functioning under Reasonable Force.
- 2.3 The proper use of RPI requires skill and judgement, as well as knowledge of and training in non- restrictive intervention. All contracted frontline staff at the school are inducted and required to attend core training in our PBRs and in the use of CPI techniques (12-hour certificate). Staff are equipped to use a variety of CPI techniques in the management of behaviours that challenge, the main emphasis of this course being on the Basic Functioning, Early and Proactive Intervention Phases that the school offer and promote through our adopted PBRs.
- 2.4 Restrictive floor interventions are not the school's preferred practice. However, awareness must be had to staffs duty of care under Reasonable Force if the circumstances were to arise. When this has been required, and disengagement is not possible, a CPI Trainer must be called to the incident. An Incident Review will be conducted to identify the reasoning for the force used and to ensure this adheres to the criteria for Reasonable Force being used and in line with internal and external policy / guidance (please see Incident Review section).

- 2.5 The main obligation of staff, if safe to do so and at a variety of opportunity as demonstrated during core training, is to gradually disengage in times of descending to the floor and if necessary reengage in an alternative position.
- 2.6 Refresher courses are held to update skills in line with CPI requirements, this is to be completed every 2 years. However, ad-hock training / refreshers are used as part of Training Needs Analysis (TNA) and incident daily debriefs for staff and students are completed and recorded. This is to monitor staffs' retention of the school's underpinning theory base; also to update staff on changes to external and internal policy, guidance and legislation and to be given an opportunity to reflect on the incident and look at proactive supportive ways this can be prevented going forward.

Additional training can be offered on the request of individual staff or to the discretion of trainers and / or the SLT; or as a result of conducted TNA, this being through an audit of each student's needs and / or generated evidence from central systems, observation, and feedback of practice or as an outcome of an Incident Review. The school has regular calendar slots to ensure CPI techniques and other non- physical interventions are both retained and implemented in a satisfactory way through a process of Incident Quality Assurance.

3. General Advice

- 3.1 Ideal practice in the physical management of students is from the use of core training, such as CPI technique. However, awareness is to be had that under **Reasonable Force** improvisation and adaptations in skills may be required. Staff must be aware that in times of using any skill outside of core training they are functioning under **Reasonable Force**, to which they must be able to justify their actions through ensuring that it was **necessary, proportionate** and **reasonable** within the circumstances. When **Reasonable Force** been used, staff are to report directly to a CPI Trainer, who will then formally inform the RPI Coordinator / SLT and an Incident Review will be completed.
- 3.2 The use of any form of RPI is reportable, recordable and should always be considered as the last resort or required due to other non-restrictive interventions being inadequate or not effective. CPI philosophy need to be maintained at all times.
- 3.3 A minimum of 2 staff to be present as preferred practice but lone working is permitted at HFS as and when required.

3.4 Informed and trained staff is likely to be more effective. Staff entering an incident are to assess and follow guidelines from core training. Heath Farm School is a member of the Restraint Reduction Network - [Restraint Reduction Network](#). CPI Trainers and middle leads meet weekly to discuss RPI within the school and ways and means to minimise the use of RPI within our setting. This is done by exploring procedures, discussing individual students reported that RPI has been applied. Analytic profiles are completed to show areas, be those lessons, staff, environments where there is an increase in RPI.

3.5 'Help Scripts' are to be used in line with core training-

a) On approach:
"Help is available"

This offers opportunity for staff to give advice on where available staff would be best used. Staffs without direct roles or responsibilities are to disperse and return to normal duties.

b) On an observation of concern:
"I'm here to take over!"

This is a direct message to staff; the member of staff it is directed to must facilitate the take-over process and leave the incident.

c) As part of the debrief process it is mandatory all staff involved have space with a Senior or Middle Leader post incident. This is to ensure staff wellbeing is maintained and to explore the incident from different perspectives. This enables staff to reflect on practice, develop their therapeutic understanding and identify patterns of behaviour - all contributing to minimising repeated RPI's with individual students. Extra staff training need can also be identified and support through the debrief process.

d) Where there have been concerns in relation to an observation of inadequate management of students or conduct of a staff member is in question and a Help Script has been used staff are obligated to report these to the RPI Coordinator and SLT.

3.6 Staff without a direct role to play in the management of the incident are to disperse and return to their duties and support the other students.

3.7 **Self Care**

a) Keep items of jewellery to a minimum to reduce the risk of injury and damage to valuable belongings;

b) Consideration to the length of ones' nails is to be had to ensure the safety of students;

- c) Wear appropriate clothing for the environment you work within and in line with recommended dress code. The school has a 'no sandals / flip-flops policy' and requires that feet are fully covered.

3.8 Communication-

- a) It is more effective for one staff member to talk at each time. Communications are to take into account other training and staffs theoretical knowledge;
- b) Adopt a '**talk through the child**' approach. In some situations, it may be appropriate not to talk to the individual until a suitable point has been reached.

3.9 Positioning and movement-

- a) Completely stopping an individual from moving can cause further escalation and distress and may increase the risk of soft tissue damage or muscular strains, exacerbating the risk of acidosis and positional asphyxia:

'Positional asphyxia, also known as **postural asphyxia**, is a form of **asphyxia** which occurs when someone's position prevents the person from breathing adequately'

- b) In an emergency staff are to respond in line with core training - seizing the intervention and seeking medical support immediately and gain the coordination of a SLT member;
- c) The resistance / struggle of an individual is to be correctly assessed and interpreted by staff, with a clear consideration to this being a form of communication. Every attempt is to be made to make the student as comfortable as possible by changing positions and levels on a frequent basis. Ultimately, the school's and CPI philosophy is to use disengagement proactively - by adopting a '**let go to calm approach**', meaning that staff may let go of the individual to enforce a de-escalation. This will only be implemented when the incident has been assessed that it is safe to do so and by using a graded response - the changing of levels of intervention and techniques used should be explored at all times;
- d) Managing and limiting movement is far more effective and less distressing and risky for the individual(s) involved than forcing the student to stop altogether;
- e) A hierarchical approach is preferred - ranging from lower to higher levels of intervention, skills are to be reduced in the same manner;
- f) Staff to remain aware of 'avoided areas of the body' in line with guidance from core training;

- g) Every action taken must always be justifiable through evidencing it was **necessary, proportionate** and **reasonable** and the minimum amount of force was used for the minimum amount of time.

4. Recording, Reporting, Post Incident Support, Analysis and RPI Reduction

4.1 Staff are to revise and update WbSP's with the students and PRA's if relevant, post incident.

4.2 Taking into account the school's 6 Stages of Response de-brief after de-escalation is of paramount importance. The school perceives the De-escalation Stage as an opportunity to learn about the individual and identify behaviour patterns, as well as offer a chance for all parties to reflect and repair - offering a Reparative Process, ensuring that if future incident was to occur it would be responded to within a personalised approach and at a level of Early or Proactive Intervention Phase having an outcome of reduction and Positive Change. Debrief is an inclusive process and what is learnt is to be documented through students WbSP's and where required PRA's.



4.3 Staff Members Compulsory Requirements Post Incident

Phase 1) Student debriefed on the incident - this must be offered. However, an awareness is to be had on staffs timing, ensuring that this is appropriate and not going to escalate the situation;

Phase 2) First aid assistance - this must be offered post incident or immediately in times of an emergency. In times of a visible injury medical intervention is to be insisted, if denied then staff are to seek guidance from the SLT;

Phase 3) Student to be reintegrated - this must be in line with core training guidance;

Phase 4) Delegate procedural responsibilities of reporting and recording - staff are to discuss and allocate responsibility of informing, as follows:

- Parent(s) / Carer(s) - where possible before the child returns in to their care;
- Local Authority Social Worker (LASW) - by 17:00hrs on the day of the incident (email template can be obtained via Teacher Share);
- Supervising Social Worker (SSW) - by 17:00hrs on the day of the incident (email template can be obtained via Teacher Share);

The class lead;

- **In times that cover staff have used force, they themselves are to report to a CPI Trainer who in turn will inform the SLT;** and
- Entry on Sleuth (to inform RPI Coordinator) - within 24hrs of the incident.

In times of concern, injury or allegation / complaint immediately inform:

- Designated Safeguard Lead (DSL); and
- RPI Coordinator.

Phase 5) Recording - the incident is to be logged on Sleuth within 24hrs. If staff require assigned time to complete this action it is their responsibility to negotiate with the class lead and / or the SLT within the timeframe stated above.

It is the responsibility of students' parent / professionals to request RPI reports. In times where professionals require the circulation of reports they are to be advised to request these directly from the RPI Coordinator, as stated on the email template, which can be obtained via Teacher Share.

4.4 **Office Use - Compulsory Requirements Post Incident**

Where appropriate and evident that the individual has the capacity to engage in this stage of the process a debriefing of students with a neutral professional will take place and be recorded on the incident report - best practice is that this would be completed by a the Wellbeing Department, CPI Trainer or SLT member.

The completion of this follows the following hierarchical structure:

Stage 1: An Informal Talk - conducted by a designated neutral professional and logged on Sleuth as RPI Pupil Comments. In times of concern or allegation the incident will be referred to the SLT and stage 2 will be implemented;

Stage 2: A Formal Pupil Interview - conducted by the Senior Leadership Team and logged on Sleuth as SLT Pupil Comments.

The following questions will be asked with the sharing of the report:

1. Do you agree with the description of the incident?
2. Do you understand and agree with the use of RPI?
3. What are your accounts of the incident?
4. Do you wish to make a complaint?
5. Was an injury caused?
6. What can support you and be done differently in the future?

5. Allegations and Incident Reviews

5.1 In times of an allegation / complaint from students or another in regards to staff's management / conduct of an individual the following structure will be implemented:

Step 1) Witness to report to the SLT / DSL as stated in Phase 4 of Reporting and Recording section of this policy; and

Step 2) DSL to complete action of coordinating the reporting of this to the Local Authority Designated Officer (LADO) gaining consultation in regards to the school's response to the allegation / complaint.

5.2 Internal Investigations are known as an Incident Review, which are conducted in response to advice from the LADO in regards to an allegation being made or as a result to the use of force outside of CPI to ascertain whether it was 'reasonable in the circumstances' through the implementation of the following structure. The school also activate an Incident Review as part of their own RPI and safeguarding standards.

- Review and analysis of the report by the RPI Coordinator, SLT, CPI Trainers and / or DSL;
- A Formal Pupil Interview will be conducted as stated above;
- Debriefing of all staff members involved and their accounts are to be recorded;
- Actions to be taken in reflection of all accounts received;
- Informing of Parent(s) / Carer(s), if deemed as appropriate by the SLT;
- Informing of professionals i.e. Supervising Social Worker (SSW) and Local Authority Social Worker (LASW);
- A Conclusion Meeting, involving the RPI Coordinator, SLT, CPI Trainers and / or DSL- this is to be formally documented;
- Completion / update of necessary documentation i.e. WbSP or PRA;
- A restorative process; and/or
- An allocated session to be arranged for the concerned party in the refreshing of CPI techniques and the use of the school's PBRS – Re - train.

5.3 All Staff at the school have an obligation through the Whistle Blowing Policy to both appropriately and professionally challenge one and other and support colleagues in time of concern, this is achieved through implementing 'Help Scripts' and then reporting their necessary intervention / interjection or their observation of concern to the SLT and RPI Coordinator. In times where it is perceived that the implementation

of this section has not been sufficient enough and the outcome is being contested then the school's Complaints Policy is to be offered.

6. Fit to Practice

In times where staff are '**Unable to use RPI**' they are to complete the necessary form and forward this to the school's Human Resources (HR) Department for processing, obtainable from the school's business manager Liz Thorne.

Z. Procedure Summary and Checklist

