

Restrictive Physical Intervention Policy

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| CEO approval: | Sean Kelly | Spring 2022 |
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Contents

| | | |
|----|---|---|
| 1. | Introduction | 3 |
| 2. | Legislation and Guidance..... | 4 |
| 3. | Definition of physical intervention | 5 |
| 4. | Reducing the need for Restrictive Physical Intervention (RPI) | 6 |
| 5. | Roles and responsibilities | 7 |
| 6. | Complaints and allegations..... | 7 |
| 7. | Monitoring arrangements | 7 |
| 8. | Linked policies..... | 8 |

1. Introduction

- 1.1 The Raleigh Education Trust (the “Trust”) recognises its legal and moral duty to promote the well-being of children and protect them from harm. We believe that every child, regardless of age and need, always has and in all situations, a right to feel safe.
- 1.2 We agree that we have a primary responsibility for the welfare and safety of the pupils in our care. We are committed to delivering quality first teaching and providing an environment where children can flourish to feel safe and able to make the most appropriate choices.
- 1.3 We do however recognise that children sometimes are unable to regulate and/or make appropriate choices, often not of the fault of the child. On occasions, this may result in a situation requiring restrictive physical intervention from adults. However, a restrictive intervention will always be as a last resort, following a dynamic risk assessment, always considering the safety of the individual and others.
- 1.4 This policy is based upon the following principles, which all adults are expected to always adhere to:
 - a) All restrictive physical intervention should be used only as a last resort when all other appropriate strategies have failed.
 - b) All physical interventions should be the least restrictive method for the shortest possible time.
 - c) All physical intervention must be used in ways that maintain the safety and dignity of all concerned.
 - d) Medical care/support must be accessed if required, in line with the academy’s First Aid policy.
 - e) All incidents of restrictive physical interventions must be recorded and reported in line with each academy’s procedures i.e. via CPOMS at the earliest convenience and as an absolute minimum by the end of the school day.
- 1.5 Parent/carers must be informed of each incident of restrictive physical intervention, in line with each academy’s procedures and communication recorded.
- 1.6 All behaviour is communication and adults (workforce) will endeavour to understand the cause, using pupil information, pupil & family voice, and via team meetings.
- 1.7 Leaders will reflect on each incident of restrictive physical intervention and act accordingly. This could include post-incident reflection with individuals/teams, introducing/updating a pupil risk reduction plans/pupil profile, or/and assigning an intervention to support the pupil needs.
- 1.8 Leaders will use restrictive physical intervention data to inform operational and strategic decisions, including workforce allocation and placement to help mitigate future risk.

2. Legislation and Guidance

- 2.1 Section 93 of the Education and Inspections Act 2006, enables school staff to use reasonable force to prevent a pupil from:
- a) Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
 - b) Causing personal injury or damage to property.
- 2.2 In line with DfE guidance 'Use of Reasonable Force,' all members of staff have a legal power to use reasonable force. It is, however, imperative that this happens only when necessary and that where reasonable force is used, it is the least restrictive method and for the shortest possible time. Force or physical intervention will never be used as punishment.
- 2.3 The law states there is no definition of reasonable force. Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified will depend partly on the context in which the incident occurs. The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. The use of force could not be justified to prevent trivial misbehaviour.
- 2.4 Deciding if the use of force would be appropriate, reasonable force can be used to:
- a) Remove disruptive children from the classroom where they have refused to follow an instruction to do so (following a dynamic risk assessment).
 - b) Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit.
 - c) Preventing a pupil from leaving the classroom/school site were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
 - d) Preventing a pupil from committing a criminal offence that would risk their safety or/and the safety of others.
 - e) Prevent a pupil from harming a member of staff or another pupil, or to stop a fight in the playground.
 - f) Restrain a pupil at risk of harming themselves through physical outbursts.
- 2.5 The judgement on whether to use force and what force to use will depend on the circumstances of each case.
- 2.6 In the case of pupils with Special Educational Needs or Disabilities (SEND), it will depend on information about the individual concerned. Adults will make a judgement based on:
- a) The potential consequences of not intervening are sufficiently serious to justify the use of force.
 - b) The likelihood of achieving the desired result by other means is low.
 - c) The risks associated with not using force outweigh those of using force.

- 2.7 The Trust is committed in its aim to reduce the need for restrictive physical intervention, in line with Ofsted's 'Positive environments where children flourish' guidance. However, the Trust also recognises that the context of the setting will have a significant bearing on the use and frequency of restrictive physical interventions, to keep all pupils, staff and property safe.

3. Definition of physical intervention

3.1 Guide

- 3.1.1 This approach is not a restrictive intervention e.g. a hand on the shoulder diverting a pupil in a certain direction. At no point is a pupil unable to leave the situation freely. This type of physical intervention can support connections between an adult and child and can demonstrate warmth and kindness. This type of intervention may not be recorded by the academy or communicated to the home.

3.2 Escort

- 3.2.1 This approach is a semi-restrictive intervention where a pupil may be led safely away from a situation using a said technique. The pupil can walk, but there is a level of restriction to prevent the pupil e.g. running away.

3.3 RPI (hold)

- 3.3.1 This approach is a restrictive physical intervention where a pupil is in an unregulated condition and a state of crisis, or their safety or others, is at risk. This will always be a last resort and for the shortest time possible. In these situations, the pupil will be unable to leave until safe, e.g. held appropriately by adults on a seat.

3.4 FGR (Front Ground Recovery)

- 3.4.1 This is an advanced physical intervention, where a monitored ground intervention is the safest action for the pupil's or others' safety.
- 3.5 All escorts and RPI holds must be recorded and communicated with parent/carers or/and services – if appropriate.

4. Reducing the need for Restrictive Physical Intervention (RPI)

4.1 The Trust recognises that any restraint can harm a child's mental health and wellbeing, but also acknowledges how emotionally difficult it is for colleagues involved: therefore, the Trust will ensure the workforce in each academy:

- a) Develops the whole school environment to support learning.
- b) Implements a curriculum that is broad, balanced, knowledge-rich and reflects the Trust Curriculum Model.
- c) Consistently secures quality first teaching.
- d) Develops positive relationships with all pupils.
- e) Follows a graduated approach (assess, plan, do, review) to help meet the needs of pupils.
- f) Will proactively work with families and external services/agencies to help provide wraparound care and support.
- g) Will ensure the workforce are offered ongoing training in positive behaviour management and de-escalation.
- h) Will achieve trauma-informed status.

4.2 All adults must:

- a) Understand the whole child. Paying careful consideration to pupil voice.
- b) Embrace trauma-informed practice and support from the wider system.
- c) Be innovative to meet the needs of the pupils.
- d) Have high expectations that are considerate of need and offer high levels of support.
- e) Be role models.
- f) Understand the Six Stages of a Crisis and support the pupils accordingly.
- g) Apply "flexible" consistency and treat pupils as individuals.
- h) Communicate calmly when dealing with challenging behaviour, using non-threatening verbal and body language.
- i) Ensure all pupils can see a way out of a situation.
- j) Use "calm scripts", using empathic language and demonstrating unconditional positive regard.
- k) Recognise that behaviour is everyone's responsibility.
- l) Use "change of face" effectively. Recognising when "they" could be the catalyst, despite best intentions.
- m) Be sensitive to their strength, body weight and issues of gender.

5. Roles and responsibilities

5.1 Board of Trustees.

- 5.1.1 The Trustees are responsible for the ratification of this policy and to ensure the Central Executive Team implement the policy across the Trust.

5.2 Multi-Academy Trust.

- 5.2.1 The MAT is responsible for ensuring all academies adopt the policy, and that it is reviewed regularly.

5.3 Academy Principal.

- 5.3.1 The Principal is responsible for the implementation of the policy, tracking and quality assuring the use of restrictive physical interventions.

5.4 Local Governing Body

- 5.4.1 The LGB is responsible for monitoring the implementation of the policy across their relevant academy(ies).

5.5 Workforce

- 5.5.1 All adults are responsible for ensuring they fully understand the policy and adhere to all principles and procedures.

6. Complaints and allegations

- 6.1 All complaints the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.
- 6.2 If a complaint is made following an incident where physical intervention was deemed to be necessary, the complaint will be managed by the Academy Principal or member of the school leadership team.
- 6.3 If the case relates to the Principal, the enquiry will be carried out by a member of the Trust central executive team. In most cases, the enquiry will be in collaboration with the Local Authority Designated Officer (LADO).
- 6.4 Where an allegation is made that a member of the workforce has used force inappropriately or unlawfully, the Academy will follow the Trust Disciplinary Procedure Guidance.

7. Monitoring arrangements

- 7.1 This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

8. Linked policies

8.1 This policy is linked with the following;

- a) Child Protection and Safeguarding Policy
- b) Relationships & Positive Behaviour Policy
- c) Special Educational Needs & Disabilities Policy
- d) Concerns & Complaints Policy
- e) Disciplinary Procedure Policy
- f) Whistleblowing Policy