

Restrictive Physical Intervention Policy Guidance (November 2022)

Supported by Cambridgeshire Steps Approaches

Use of restraint carries risks and can be damaging to children and young people. It may, however, be the only realistic response in some situations (for example, to prevent a child running into a busy road or to prevent a violent act against another person). But wherever possible, it should be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of behaviour that challenges. The personal costs to children and young people's development and welfare and to staff from the use of restraint are well documented.'

(‘Reducing the need for restraint and restrictive intervention’ HM Gov 2019).

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KEY

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|--------------------------------|---|
| <i>Bold and italics</i> | Additional guidance information/instructions |
| Green | Available Cambridgeshire Steps supporting documents and materials |
| Burnt orange | Included in the Cambridgeshire Steps ‘definitions’ section |

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1. INTRODUCTION TO THE GUIDANCE

This guidance has been written following the Cambridgeshire Steps model – reference will be made throughout the policy to the Cambridgeshire Steps tools that support the teaching and support of pro-social behaviour in school. For further information about Cambridgeshire Steps please click [here](#).

Cambridgeshire schools are invited to use this framework (Section 4 of this document)) as the basis of their restrictive physical intervention (RPI) policy. ***It will be necessary to adapt this policy to the individual school situation.***

2. PLANNING FOR THE USE OF RPI

Where there is evidence, a planned response should be considered.

A series of risk management plans and analyses of behaviour should be able to demonstrate that the severity and frequency of behaviour requires intervention that is *restrictive* rather than *physical* (use of guides and escorts as detailed in Step On).

Since RPI can be traumatic, not only for any children and staff involved in physical restriction, but also for the pupils and staff who witness an incident, RPI should only be planned where there is clear and appropriate evidence of risk to immediate harm that cannot be mitigated through robust analysis, planning and practice. It should be strictly limited to supporting an individual's agreed risk management plan.

Step Up training is therefore considered to be the **last resort** and only undertaken if all planning tools (early prognosis, risk calculator, anxiety mapping, predict and prevent, roots and fruits and an individual risk management plan) have been completed and updated.

In developing individual risk management/behaviour plans, consideration will be given to approaches appropriate to each pupil's circumstance following an audit of their behavioural needs.

Training provided through Step Up will be supported by the Local Authority where the conditions stated on the reverse of the tutor certificate are acknowledged and accepted, including but not restricted to:

- Step Up tutors must not lead training outside of their setting without permission being granted by the Cambridgeshire Steps and Trauma Informed Lead
- The employer must be represented at every Cambridgeshire Step Up training session. The employer acknowledges that they are responsible for the actions of their Step Up tutors and the health and safety of any employees trained by the Step Up tutor
- Step Up tutors will attend tutor refresher training annually and cease training under the

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name of Cambridgeshire Steps if certification lapses

- Cambridgeshire Steps is responsible for assessing the knowledge, skills and understanding of Step Up tutors within the tutor course. Tutors are responsible for ensuring the quality of training they deliver
- Any injuries or issues relating to Cambridgeshire Steps training, or the direct use of Cambridgeshire Steps strategies and techniques should be reported to the Cambridgeshire Steps and Trauma Informed Lead for monitoring purposes

When identified through an audit of need, the minimum number of staff necessary will receive training in the minimum amount of RPI techniques necessary to maintain safety, using the Cambridgeshire Steps Step Up programme.

If a pupil is identified for whom it is felt that RPI will likely be needed, then an individual risk management plan will be completed. This plan will help the pupil and staff to avoid difficult situations by understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. Should there be no reduction in the dangerous behaviours with a regularly reviewed plan in place, then the Headteacher can request RPI training via an 'Audit of Need' form.

The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risk and learn from what happens

The principles relating to the intervention

The principles which must be followed:

- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the repeated use of it as a regular planned intervention with a specific pupil.
- Physical contact is never used as a punishment or to inflict pain. It is never used to force compliance with staff instructions. All forms of corporal punishment are prohibited.
- Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, and no pressure will be put on joints.
- Should a pupil appear to enjoy physical contact this will not be sought via RPI. If a child has a profile whereby they seek sensory pressure, there should be a written plan agreed by parents and carers, school staff and the child if appropriate. Sensory pressure should never be restrictive.
- Escalation will be avoided at all costs, especially if it is likely to make the overall situation more destructive and unmanageable.
- The age, understanding and competence of the individual pupil will always be taken into account.
- RPI will never have a negative impact on the process of the pupil's breathing.
- The pupil will never feel pain as a direct result of the technique employed.

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- The pupil will never feel a sense of violation.

REMINDER: RPI will only be used in circumstances when one or more of the legal criteria for its use are met:

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child's own property*)

The risk calculator enables a robust analysis of whether the behaviour is difficult or dangerous.

Determining seriousness

Seriousness can be categorised as per the table below:

| | |
|---|---|
| 1 | Evidence of upset or disruption |
| 2 | Evidence of needing support internally from school resources – e.g., first aid, nurture, budget allocation |
| 3 | Evidence of needing intervention from external agencies outside of school resources – e.g., hospital, professional counselling or group work, insurance claim |
| 4 | Evidence of harm that cannot be resolved – e.g. disability, sectioned mental health, loss through arson |

Intervention parameters

The parameters allowing the intervention are as follows:

- Staff will only use RPI when there are good grounds for believing, following a dynamic risk assessment, that immediate action is necessary and that it is in the pupil's and/or other pupils' best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for RPI through dialogue, scripts, de-escalation and diversion. The pupil will be warned, at their level of understanding, that RPI will be used unless they cease the unacceptable behaviour.
- Only the minimum force necessary will be used for the minimum amount of time.
- As soon as it is safe, the RPI will be relaxed to allow the pupil to regain self-control.
- Staff will be able to show that the planned intervention will be a 'reasonable response' to an incident.
- Every effort will be made to secure the presence of other staff who may act as assistants and/or witnesses.
- Procedures are in place – through the school's pastoral system – for supporting and debriefing pupils and staff after every incident of RPI, as it is essential to safeguard the emotional well-being of all involved.

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Potential training implications

The following will need to be considered:

- Techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict and using positive language phrasing or planned scripts.
- Ability to identify at which point an RPI may need to be used.
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil.
- Ensuring a well-known system is in place to summon additional support.
- Identifying training needs of all staff potentially involved at different stages.

A school may also need to take medical advice about the safest way to hold a child with specific medical needs.

Training will be delivered by fully trained and accredited Cambridgeshire Steps tutors in line with the training guidance. Each training session delivered will be recorded on the Cambridgeshire Steps database. The RPI delivered and planned for will be clearly described on the individual risk management plan as well as the circumstances which will require the use of planned RPI. If these circumstances change this will be reflected on the planning.

3. RECORDING RESTRICTIVE PHYSICAL INTERVENTION

The use of a restraint or restrictive intervention, whether planned or unplanned (emergency), must always be recorded as quickly as practicable (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 person involved
- measures taken to avoid restrictive physical intervention
- the type of restrictive intervention employed
- the reason for using a restrictive intervention (rather than non-restrictive strategies)
- 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.
- Arrangements for reviewing risk management plans

Cambridgeshire has produced a bound book for recording, this is available from SEND Service by contacting Business support Hunts.S4LAdmin@cambridgeshire.gov.uk

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4. WRITING THE SCHOOL POLICY

Following the guidance below should facilitate the production of a restrictive physical intervention policy which considers the Cambridgeshire Steps principles and the needs of pupils and staff.

1. BEHAVIOUR EXPECTATIONS AT [NAME OF SCHOOL]

At [name of school], 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

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

Behaviour that is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). 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'.

* A therapeutically focussed Behaviour Policy Guide is available from [Jacquie Woodcock](#), Cambridgeshire Steps and Trauma Informed Lead.

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2. ACCEPTABLE FORMS OF PHYSICAL INTERVENTION AT [NAME OF SCHOOL]

There are occasions when staff may have cause to have physical contact with pupils for a variety of reasons. ***We have listed some examples below, but these will need to be tailored to your school's ethos, culture and beliefs.***

- Lap sitting (early years and primary)
- Physically separating a child from their parent
- Carrying
- 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.

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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:

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child's own property*)

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*

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- *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*

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 [NAME OF SCHOOL]

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 RESTRICTIVE PHYSICAL INTERVENTION AT [NAME OF SCHOOL]?

The named staff below (as well as the teachers employed at the 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:

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- 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.

Names of authorised staff

All teachers are authorised to use RPI in school under the direction of a senior team leader.
The section below should only be included if deemed necessary.

Additional staff are named below:

6. DEVELOPING AN INDIVIDUAL RISK MANAGEMENT PLAN AT [NAME OF SCHOOL]

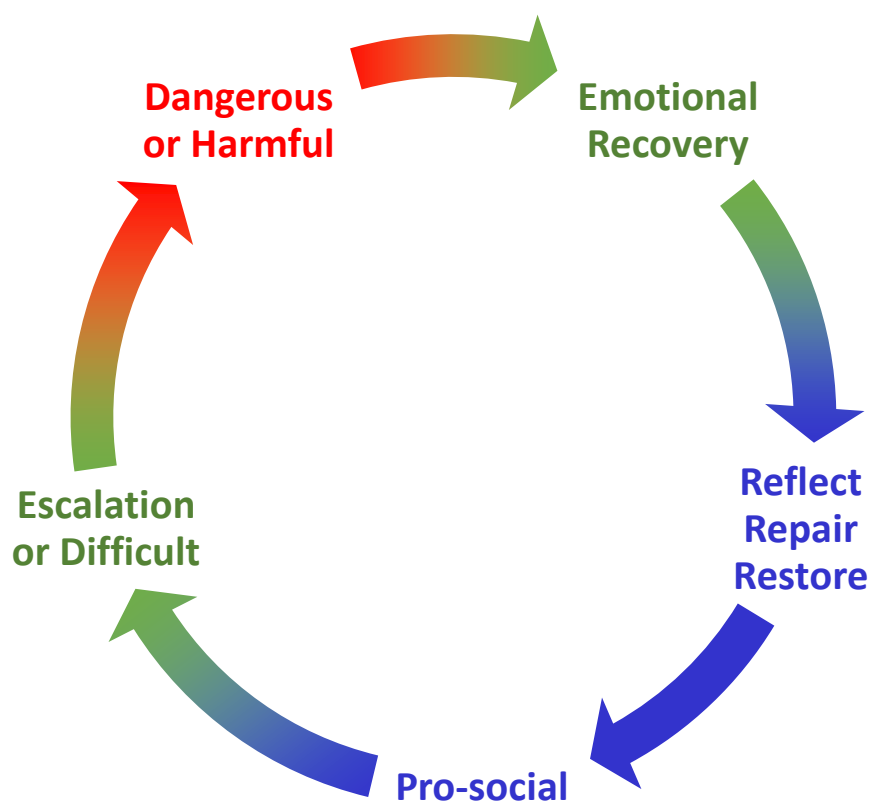
Our school behaviour policy plans for the majority of children. In addition, some children may require an individual risk management plan to formalise those strategies that differentiate from the whole-school policy.

When considering whether to complete a risk management plan for a pupil, we have completed a robust analysis of each pupil's behaviour, 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 risk management plan, we take into account our planned responses for all the areas below:

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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 RESTRICTIVE PHYSICAL INTERVENTION (RPI) IS RECORDED AT[NAME OF SCHOOL]

The use of a restraint or restrictive intervention, whether planned or unplanned (emergency), must always be recorded as quickly as practicable (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);

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- 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 and proprietors 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.

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their schools or college's restraint arrangement.

The nominated governor is:

NAME _____

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).

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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.

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5. CAMBRIDGESHIRE STEPS TRAINING

- For further information about Cambridgeshire Steps please click [here](#).
- To book on a Step On tutor training course, click [here](#) and go to 'STEPS'.
- To discuss Step Up, contact [Jacquie Woodcock](#), Cambridgeshire Steps and Trauma Informed Lead.

6. 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 pro-social 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 (the level of injury and harm that constitutes the label dangerous should be defined within policy). 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.

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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*).