



Restrictive Physical Intervention Policy

1. Purpose and scope

The Head of School or College has the responsibility to maintain the safety and wellbeing of the pupils/learners and staff. This policy focuses on how we may use physical intervention with pupils/learners, what processes we have in place to ensure we are recording and reporting all instances of restrictive physical intervention (RPI) and how we are working to reduce its use in our educational settings.

This policy has been written considering the need to comply with the requirements of the Manual Handling Operations Regulations, 1992 (revised 1998 edition), and the Health and Safety at Work Act, 1974. It takes full account of the Equality Act 2010, the Children and Families Act 2014, the European Convention for the Protection of Human Rights and Fundamental Freedoms and the EU Charter of Fundamental Rights. It also complies with and supplements the relevant provisions of the Education Act 1996, Education and Inspections Act 2006 and the Government’s directives to reduce school exclusions.

This policy must be read in conjunction with the following policies:

- Anti-bullying Policy
- Adult at Risk Safeguarding Policy and Procedures
- Behaviour and Exclusions Policy
- Child Protection Policy and Procedures
- Debriefing policy
- Health & Safety Policy
- Staff Code of Conduct
- Whistleblowing Policy

2. The context

The Ambitious Approach to education, applied in our Schools and College, requires all policy and practice to afford our pupils/learners with dignity, compassion and respect. Our Ambitious Approach is centred around improving the quality of life of autistic young people while they are in our settings and ensuring this quality of life continues into adulthood. It is based upon a person’s indisputable rights to be:

- Treated with dignity and compassion
- Valued
- Listened to
- Supported to have the best quality of life possible
- Empowered to make choices and decide on how they want to live their life.

RPI, both planned and unplanned, can undermine dignity, respect and compassion and this policy has been written to significantly minimise its use and minimise the potential negative impacts.

Any RPI interventions used must be carried out according to the principles and guidance as set out in training.

Only staff who are trained in physical intervention can use it. Where agency staff are employed, they are not allowed to physically intervene. The one exception to this rule is that staff can intervene and use reasonable force to prevent pupils/learners from hurting

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themselves or others.

3. Our Principles

- Our Schools and College promote Positive Behaviour Support (PBS); providing the right support at the right time. We teach children and young people new skills to minimise behaviour that challenges and seek for the child/young person to engage in these new skills because they improve their life/make life interesting/meaningful for them.
- For some of our children and young people we will also pay regard to function-based interventions, motivation and reinforcement.
- We understand that behaviour that challenges has a communicative intent.
- Where RPI is required it will only be used as a last resort; where a pupil/learner is putting themselves or others at risk and all other non-restraints have proved to be unsuccessful. It must be reasonable, proportionate and necessary and must never be used as a punitive measure.
- At all times our staff will be committed to using ‘the least to most’ approach to physical intervention.
- Not all behaviour that challenges requires RPI. Staff must try proactive strategies in the first instance.
- Where staff use or observe a RPI that causes them concern it is their duty to report this by following the processes set out in our safeguarding policies.
- We have a duty of care to ensure pupils/learners and staff are kept safe.
- We are committed to making learning motivating and engaging. We carefully monitor attendance and put systems in place to support pupils/learners and their families if attendance falls below the required target. This will often include working with external agencies.

4. Terminology / Definitions

The term ‘positive handling’ is often used to describe physical intervention/restraint. We have chosen to use the term ‘physical intervention’ because, based on personal testimony, people who have been restrained rarely experience such interventions as ‘positive handling’. In calling it ‘physical intervention’ we aim to avoid the potential for language softening perceptions and, instead, seek to keep staff focussed on the key issues that need to be held in mind.

In this policy we define ‘behaviour that challenges’ as

‘behaviour of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or delay access to and use of ordinary community facilities’

Any intervention aimed to deliberately punish a learner/pupil, or which is primarily intended to cause pain, injury or humiliation is unlawful and will be considered an act of gross misconduct. Examples of this include hitting, pushing, slapping, kicking, poking or prodding a pupil/learner. Staff who engage in any such act would render themselves liable for dismissal and being referred to the Disclosure and Barring Service (DBS).

5. The importance of the environment

Pupils/learner’s needs are either fulfilled or frustrated by their environment. The environment can serve to nurture and enrich, and facilitate development, but can also disrupt and thwart, leading to less optimal development, disharmony, defiance, developmental regression or alienation. All of which can lead to behaviours that challenge. Meeting pupil’s/ learner’s needs removes the need to employ physical intervention. The Ambitious Approach involves attending to physical and psychological needs by:

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- *Employing impactful, high quality teaching.* Our teachers:
 - engage in high quality instruction.
 - create a classroom climate that has high expectations whilst recognising and promoting students' self-worth
 - have enhanced pedagogical knowledge relating to autism.
- *Meeting physical needs.* Our staff monitor:
 - hunger
 - tiredness
 - feeling unsafe
 - over stimulation
 - under stimulation.
- *Meeting psychological needs.* Our staff promote:
 - **Autonomy:** Creating as many opportunities as possible for learners to exercise the need for autonomy and limiting, as far as possible, practices that undermine autonomy. They also build learners capacity and tolerance to manage situations where autonomy is limited.
 - **Competence:** Organising the environment and tasks so learners can be effective in their interactions with the environment.
 - **Relatedness:** Developing and maintaining strong and supportive emotional bonds between staff and learners

6. Reducing the use of RPI

All interventions should be in accordance with individual BSP and will be in place for an appropriate period. The desired outcome of the PBS approach is that over time learners' skills and quality of life will increase and inversely the rate of challenging behaviour will decrease. Physical interventions will be systematically faded out as determined by data, trans-disciplinary review and monitoring.

The Senior Leader responsible for School Wide/College wide PBS within the setting is responsible for ensuring minimal rates of physical intervention. We gather and report on data termly around the use of physical interventions in our settings. We report to the following;

- Governing Body
- Education Committee
- Safeguarding Board
- Board of Trustees

7. Assessing the need for physical intervention and documenting it

The need for the use of physical intervention will be assessed on an individual basis. Each learner will have a Risk Assessment of Challenging Behaviour. Should the pupil/learner meet the criteria for "planned intervention" it will be identified in the Risk Assessment of Challenging Behaviour that they will also have a Behaviour Support Plan; forming part of the Risk Assessment. The BSP will detail what are known as "planned physical interventions".

These documents are monitored and reviewed as part of a Trans-Disciplinary Team process. Even when a good BSP is in place, there may be times when challenging behaviours occur. At such times it may be necessary to physically intervene where there is:

1. An immediate and clear risk to the pupil/ learner's, or others' safety;
2. An immediate and clear risk of serious damage to property;
3. An immediate and clear risk of a criminal offence being committed.

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If possible, when a challenging behaviour does occur that might be categorised as a Category 4 or 5 incident, it is important that a member of the Senior Leadership Team is called to the incident. Where the physical intervention used is not listed in the BSP, this is known as an “unplanned restraint”.

In each learner’s Behaviour Support Plan (BSP) the number of proactive strategies must be greater than the reactive strategies – these include how to support the learner/pupil in a person-centred way, promoting success and redirecting early warning signs of challenging behaviour. Reactive strategies must list non-physical strategies with increasing levels of intensity that must be attempted prior to using physical intervention. The only exception to this is where a learner’s/pupil’s safety is at imminent risk, e.g. running onto a road.

The use of ALL planned and unplanned RPI must be recorded in Behaviour Watch.

8. Recording a RPI

All restraints, both planned and unplanned, must be recorded in Behaviour Watch, our cloud based reporting system. Staff will be trained during their induction period in reporting. In short

- If an intervention is set out in a young person’s BSP then it gets recorded as a **planned physical intervention** under the behaviour that challenges tab.
- If an intervention is not in a young person’s BSP and lasts longer than 15 minutes or results in injury to either the learner or a staff member then it needs to be recorded under the behaviour that challenges tab as an **unplanned physical intervention**.

9. Debriefing

Debriefing after an incident is essential in supporting staff, pupils and learners to learn from the experience and use it to inform best practice. Staff are provided with opportunities to debrief with appropriate members of staff from across the transdisciplinary team. or utilising ‘Empathy’ employee assistance and therapy services.

Debriefs with staff occur after any incident. This can be on an individual basis or as a part of a team, and may be utilised to inform decisions on changes to existing Behaviour Support Plans, Risk Assessments of Challenging Behaviour and Positive Handling Plans, or identify where training/support for staff may be needed.

Learners/pupils are also given appropriate debriefs after an incident, so they are supported to understand the situation that has just occurred. This may take place through talking about the incident with a trusted member of staff, or for some learners, the use of social stories or other supportive communication aids.

There should be a clear delineation between debriefing for emotional purposes and debriefing for business purposes e.g. to learn lessons from an event

10. Monitoring and Reviewing Systems

All Incident/Accident Reports must be checked by a nominated individual, this will differ in each of the settings. The nominated lead will alert a Team Teach trainer/BA or the senior leader with responsibility for behaviour when either a planned or unplanned restraint has been used. It is the responsibility of this person to (1) ensure this has been recorded appropriately on the RPI log, and (2) to review the BSP / Risk Assessment for Challenging Behaviour where an unplanned RPI was utilised, or guidelines provided are demonstrated to not meet the learners needs.

Each setting must have in place a means of tracking any changes to a Risk Assessment for

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Challenging Behaviour / PHP when it gets updated. This must include the reasons for change and what changes have come about as a result.

The lead person for H&S/RPI in each of the settings reviews all Incident/Accident reports weekly and completes a more detailed analysis of incidents. Both reviews and analyses are reported to the Senior Leadership Team on a monthly basis. In addition, termly Health and Safety Reports are completed which detail incident, accident and near miss events, pink/red book entries and RIDDOR reports with a comparison of events against previous years' entries.

RPI logs are audited monthly by the learner's Behaviour Analyst to ensure:

- RPI is being recorded when it has been used;
- The RPI log is completed with the appropriate information;
- Interventions are used in an appropriate manner (i.e. where non-restraints have been unsuccessful in keeping the young person safe);
- To monitor the frequency of RPI; where there is an increasing trend in RPI the Behaviour Analyst must review the Behaviour Support Plan accordingly;
- When a PHP is being reviewed a Team Teach tutor/trainer must be involved as they are responsible for ensuring correct assessment of Team Teach techniques.

Behaviour Analysts will archive RPI logs monthly (following audit). These records will be stored for a minimum of 75 years.

11. Communicating with Parents/Carers

Partnership with parents/carers is crucial. All parents/carers are asked to sign their son/daughter's home school/college agreement and parental/carer views are considered for the individual young persons' behaviour plan which specifies the techniques to be used with their young person. In this regard, parental consent to use RPI is secured as part of admission. Parents/carers have a right to know when RPI is used and accordingly will be sent home notification of when any unplanned restrictive intervention occurs or if any injury occurs. They will also be offered an opportunity to discuss RPI and any on-going behaviour management strategies that are being adopted with their son/daughter's BA.

12. Training

It is important that all staff are autism confident. They need to be deemed competent and confident to do their job well.

- All staff will receive autism training, safeguarding training and physical intervention training as part of their induction.
- All staff will take part in regular refreshers and workshops in the appropriate use of RPI.
- All staff will have training in recording RPIs in BehaviourWatch.

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