

# Stephenson Way Academy and Nursery School - Restrictive Physical Intervention Policy

(Incorporating the 'Team Teach' Policy Statement)

## **CONTENTS**

- Team Teach Policy Statement
  - Introduction
  - Team Teach Aim
  - Team Teach Objectives
  - Basic Principles
  - Entitlements and requirements
  - Parents / Carers
  - Governing Body
  - Team Teach trained staff
- 
- Restrictive Physical Intervention Policy Restrictive Physical Intervention Introduction
  - The BILD code of practice
  - Dialogue
  - Physical Presence Restriction of Access / Exit Physical Diversion Increased Staffing Levels Time Out
  - Isolation
  - Seclusion
  - Team Teach Protocols
  - Monitoring
  - Policy and Guidance Reporting and Recording Record keeping
  - Major Incident Report Forms
  - Behaviour Management (BHP) / Positive Handling (PHP) Plans
  - Notification Power of Search Complaints
  - Team-Teach Policy Statement, supporting
  - Stephenson Way Academy's Behaviour Policy

## **Introduction**

This policy statement is intended as a supporting guide to the school's behaviour policy and safeguarding policy, outlining the role of Team-Teach; what is acceptable practice and that which clearly is not.

Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires.

Restrictive Positive Handling techniques are never used in isolation

### **The Team-Teach approach will:**

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions
- Reinforce the essential verbal and non-verbal skills required in crisis situations
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.
- Following training, providing staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offers post-incident structure to both the pupil and member of staff

### **Team Teach Aim**

-To provide an accredited training framework designed to reduce risk and through working together to safeguard people and services.

### **Team Teach Objectives**

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the workplace.
- To develop positive handling skills in behaviour management, including: verbal and non- verbal communication, diversion, de-escalation and safe, effective, humane physical interventions.
- To develop skills in positive listening and learning.

### **The basic principles of Team-Teach are:**

- At least two members of staff when a situation occurs. This is protection for both staff and pupils concerned.
- 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de- escalation strategies.

- Minimum force and time – important not to react emotionally but professionally and composed.
- Last resort (where possible) – all other behaviour management strategies to be tried and used first.
- Restrictive physical intervention techniques that provide a gradual, graded system of response – commensurate with the situation, task and individuals involved.
- Techniques allow for verbal communication – utilising positive relationships.
- Techniques that do not rely on pain or “locks” for control.
- Staff safety and protection issues addressed – important for staff to have a range of break- away and release techniques in a serious situation where health and safety are at risk.
- Emphasis on staff awareness and communication skills – verbal and non-verbal used to de-escalate a possible crisis situation.
- Following restraint there should be both a supportive and reflective structure for both staff and pupils.
- All incidents involving pupils being physically managed should be reported, recorded, monitored and evaluated.

**Team-Teach is governed by the British Institute of Learning Difficulties (BILD) code of practice. (See copy for reference in staff room)**

### **Entitlements and Requirements**

**All trained teaching, childcare and support staff are entitled as part of their professional development to:**

- A minimum of 6 hours re-accreditation Team Teach training (existing 12hr certificated staff) within a two year period of completing a basic training course or previous refresher course.
- A minimum of a 12 hours Team Teach basic training course (new staff)
- Availability of additional Team Teach training for areas not covered in the mandatory 6hr/12hr training courses.
- Notification of any updates and changes in the management of challenging behaviour and handling techniques, and changes in current legislation / legal considerations.
- Review / assess and express their own perceived areas of additional training requirements through risk assessment and situations arising in their own school / class environment.
- An individual copy of the Team Teach policy and positive handling guideline booklet made available for them, and evidence of it being read and understood.
- The availability of being able to approach a Team Teach instructor and be reminded / demonstrated on any particular Team Teach recognised / approved positive handling technique.
- To express their views on any particular handling techniques efficiency or inadequacy on any particular pupil (which must then be recorded by that particular member of staff in that pupils individual support plan / risk assessment)

## **Parents / Carers**

Are entitled to information on the behavioural management and positive handling techniques which staff employ in last resort situations. When appropriate, they are also invited to contribute to their child's individual Behaviour Management Plan (BMP) / Positive Handling Plan (PHP) – (See: relevant section in the RPI Policy). It is considered 'good practice' for Parents / Carers to be given a copy of the school's policy on the use of force (RPI Policy, along with the Behaviour Management Policy) to read.

Head teachers must ask parents / carers to sign a 'Home School Agreement' (HSA), when their child joins the school. By signing the form the Parent / Carer will be indicating their agreement with the school's 'Behaviour Policy', and in signing the agreement, they are acknowledging the school's power to use reasonable force on their child in the circumstances described in the policy.

## **Governing Body**

-Are entitled to attend any behaviour management training.

-A copy of all relevant policies / guidelines and documents.

-Any relevant information and data which allows them to monitor and make decisions about school improvement issues.

-It is good practice for the Governing Body to monitor incidents where RPI has been used. Head teachers have an important role in reporting such incidents to them

-Governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and reporting each such incident to each parent / carers of the pupil as soon as practicable after the incident.

-If it is likely that reporting an incident to a parent / carers will result in significant harm to the pupil, significant incidents should be reported to the local authority, after first seeking advice from a member of the senior management team.

Team Teach trained staff at Stephenson Way Academy

-Lee Jones (DHT)

-Shauna Galloway (teaching assistant)

-Sharna Hill (teaching assistant)

-Gemma Dixon (teaching assistant)

-Sue Hunter (family liaison)

-Emma Smith (teaching assistant)

-Fran Kelly (teacher)

-Linda Hatfield (teaching assistant)

## **Restrictive Physical Intervention Policy Statement, supporting Stephenson Way Academy's Behaviour policy and Safeguarding policy.**

### **Introduction**

Restrictive Physical Intervention / Restraint 'is the positive application of force with the intent of overpowering the client' in order to:

- Restrict movement
- Restrict mobility
- Disengage from dangerous or harmful physical contact

- The proper use of physical control requires judgement, skills and knowledge of non-harmful methods of control.
- All members of school staff have a legal power to use 'reasonable force'
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers, or parents accompanying students on a school organised visit.
- As a general rule nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside this norm. Whenever they do so they should be clear about why it is NECESSARY. The best legal defence would be to show that any actions were in the child's BEST INTEREST and that they were REASONABLE AND PROPORTIONATE, along with being for the LEAST AMOUNT of TIME, and using the LEAST AMOUNT OF FORCE.
- In the vast majority of cases, Stephenson Way Academy and Nursery School will use trained team teach members of staff if physical restraint is needed.

### **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Where possible Stephenson Way Academy and Nursery School will seek to use non-physical methods to resolve situations, and views physical restraint as a tool for either when all else fails or for when non-physical methods are not appropriate in the situation.

### **The BILD code of practice**

The BILD code of practice stresses that:

- RPI should only be used in the best interests of the service user
- The minimum force for the shortest time

- Prevent injury, pain and distress
- Maintain dignity
- Reasonable and proportionate
- All actions should be necessary

Restrictive Physical Intervention must only be used when it is required to prevent a pupil:

- From self-harming
- Injury to other children, service users, staff or teachers
- Damaging property
- An offence is being committed, and
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school, or among any of its pupils

It is each member of staff's responsibility to make an assessment of the particular circumstances. Staff will need to decide if control is appropriate, and if it is, at what level. It is not considered appropriate to adopt a blanket approach to the use of Restrictive Physical Intervention simply because a pupil may have emotional and behavioural difficulties. Staff will need to take the following factors into consideration:

- The behaviour of the pupil
- The known intention of the pupil
- Their known wishes, feelings and emotional state
- The pupil's personal history
- The influence of other pupils, family and friends
- Any events that may be causing the pupil anxiety
- Knowledge of the pupil
- The time of day
- The antecedents to the situation

### **Dialogue**

- It is essential that wherever possible the use of RPI, particularly Restrictive Physical Intervention (RPI), should be avoided in favour of lower level de-escalation, through verbal persuasion and dissuasion, and positive handling prompts.
- Persuasion and dissuasion is where the staff focus the discussion with pupils with the aim of persuading or dissuading them from an intended course of action. It is in effect focused guidance. Only when dialogue is clearly not producing a satisfactory resolution and a situation continues to be unsafe, or to deteriorate then staff should consider the use of RPI.

### **Physical Presence**

Staff member's physical presence is often all that is necessary to communicate authority, and to re-establish safety and security. Presence by implication of one's authority may restrict pupil's movement for a brief period, but is limited to:

- Standing close by, or in front of a pupil

- Standing momentarily or temporarily in the way of a pupil

Presence should become neither oppressive, or of excessive duration. It is likely to be most effective if complemented by a range of non-verbal communication signals, and Persuasion or Dissuasion. Physical presence must be:

- Considered appropriate in the context of a particular situation or incident
- Used only in the context of engaging the pupil in discussion about the significance, relevance and consequences of his / her behaviour
- Ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate

### **Restriction of Access / Exit**

- In the ordinary course of maintaining a supportive and stable educational experience, staff may limit pupil's liberty by requiring them not to do things that they may prefer to do, including restricting them within a building. However, if the pupil complies with the reasonable request, restriction of liberty is not an issue.
- There may be occasions, however, when a pupil has lost self-control, and is intent on serious self-damage; inflicting injury on others; damage to property, or is considered potentially likely to do so, that it would be appropriate to prevent access to dangerous environments by locking doors to them. Restricting access under such circumstances is considered appropriate staff action.
- Occasionally in respect of the types of behaviour described previously, it may be necessary to prevent a distressed pupil from exiting a room by blocking the doorway by Physical Presence. This type of control is appropriate and permissible provided that:

-The duration of the intervention is only brief, and the pupil is engaged in conversation aimed at de-escalating the situation

-The action is a response to a particular situation and not regular practice

-If the pupil physically resists, a considered decision is made in respect of justification for, and use of, alternative forms of intervention

### **Physical Diversion**

- As part of a range of Restrictive Physical Interventions, Physical Diversion differs from Restrictive Physical Intervention (RPI) in the degree of 'force' used. Physical Diversion may be for example, holding a hand; placing a hand on the forearm; or putting an arm around the shoulder. Physical
- Diversion is a means of deflecting a pupil from destructive and / or disruptive behaviour. It involves little force but serves to reinforce staff attempts to 'reason'. It is persuasive rather than coercive. It is important that:

-It should guide, comfort and reassure

-If possible the intervening member of staff should already have an established relationship with the pupil

-Physical Diversion should not arouse sexual expectations or feelings (if it does holding should cease)

-It should be ended if it is met with resistance. When a further decision will need to be made whether or not another form of intervention is appropriate

### **Increased Staffing Levels**

- Whilst not a true RPI technique, the temporary physical presence of Increased Staffing Levels when a particular class are experiencing difficulties in functioning, because of the behaviour of a particular pupil / pupils, it may be a means of managing the situation. A temporary increase of staffing levels is particularly useful because it does not label individual pupils.

### **Time Out**

- If a pupil is unsettled, and it is felt that they would benefit from being away from a situation, then they might take 'Time out'. Time out can either be requested by a pupil, or directed by staff. The objective should be to give a pupil the opportunity to regain their composure, without the pressure associated with being in a formal location or being near staff or other pupils. Time out is an important tool in encouraging and supporting pupils to manage their own behaviour prior to reaching a crisis point. Staff must be conscious of the fact that some pupils might ask for time out as a way of getting out of a lesson without real reason. Where possible pupils who ask for time out, might have a prior arrangement that might form part of their IBP / PHP. In Stephenson Way Academy and Nursery School any area or room used for 'Time Out' must be unlocked and be monitored by staff at all times.

### **Isolation**

If a pupil is unsettled, and continues to be disruptive to the safe and secure learning environment of other pupils, it may be considered by staff to separate a pupil from their peers, and supervise him / her by a member or members of staff with the purpose of providing him / her with continuous focused supervision and support. Pupils isolated from their peers and supervised by staff must not be in locked rooms.

### **Seclusion**

Seclusion describes the forcible confinement and segregation of a pupil from their peers in situations that are unsupervised by staff. In Stephenson Way Academy and Nursery School, seclusion is not permitted.

### **Restrictive Physical Intervention (RPI)**

Restrictive Physical Intervention (RPI) is the positive use of minimum force to divert a pupil from harming himself / herself or others; seriously damaging property; disrupting the safety and security of the school's learning environment, or to protect a pupil from the likelihood of their doing so.

Restrictive Physical Intervention (RPI) at Stephenson Way Academy and Nursery School must only be used to prevent:

- Self-harming



- Injury to other children, service users, staff or teachers
- Damage to property
- An offence being committed, and
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

And as a means of preventing a pupil leaving if:

- The pupil is so acutely and seriously troubled that it is clear he / she is in immediate danger of inflicting serious self-harm; serious harm to others, or seriously damaging property
- Lesser interventions have either not been understood or successful, and the pupil would upon absconding be potentially in physical or moral danger
- The pupil is socially immature and vulnerable, consequently potentially at physical and moral risk
- Its use is intended to return a pupil to a less dangerous situation
- The pupil is very likely to interrupt the safe and secure learning environment of the school
- It is described as a course of permitted action in the pupil's Behaviour Management Plan

**The use of Restrictive Physical Intervention (RPI) is not a substitute for using alternative strategies.**

Normally lesser forms of intervention should have been used first and all de-escalation techniques exhausted. The onus is upon the member of staff to decide when this position has been reached.

Restrictive Physical Intervention (RPI) is used only:

- Rarely
- When there is NO OTHER WAY, and
- Where any other course of action would be likely to fail

Restrictive Physical Intervention (RPI) must not be used:

- To punish
- To gain pupil compliance with staff instruction (unless the instruction is to cease from a course of behaviour leading to injury, damage or serious disruption)
- To cause or threaten hurt / pain
- Oppress; threaten; intimidate and bully

There are occasions when to safeguard a pupil's dignity or safety, it would be in his / her interests to be moved to a less public place, or safer environment. This may also be the case in establishing or maintaining a safe and settled learning environment, or to prevent / lessen disruption to the environment. However, the movement of non co-operative pupils can be problematic, and needs careful consideration. Staff will need to assess the necessity of such an action, against the potential risks involved, and take into consideration all potential dangers. When pupils co-operate with movement it is usually indicative of their desire to regain

self-control.

**Staff using Restrictive Physical Intervention (RPI) must always adhere to the following principles:**

- Follow the 'Team Teach' training given
- De-escalation and conflict resolution techniques must have been exhausted
- Always warn the pupil quietly, yet clearly and firmly that you are likely to take Restrictive Physical Intervention (RPI) BEFORE taking action
- NEVER act out of temper. If you are losing control, the professional approach is to call another member of staff to replace your involvement at this time
- The Restrictive Physical Intervention (RPI) techniques should provide a gradual, graded system of response commensurate with the situation; task and individual involved. Consideration should be made to any risk involved in any particular situations. Techniques used should allow for phasing up and down as dictated by the circumstances at that time.
- Whenever possible, more than one member of staff should be present or involved. This prompts teamwork; requires less effort and is therefore likely to minimise the possibility of damage or injury. It also prevents particular staff becoming associated with physical methods of control.
- Where a male member of staff is involved in controlling a pupil of the opposite sex, a female member of staff should be present from the earliest possible moment. Best interests of the child and Health and Safety issues are the main drivers for staff actions in this area. It is in everyone's 'best interests', for a female member of staff to be present, when a female is being restrained.
- The least intrusive method of control should be employed
- IN EVERY CASE, no more than the reasonable amount of force, with the maximum amount of care for the minimum amount of time should be used to keep safe. No more time taken, than is necessary to effectively resolve the situation.
- The pupil should repeatedly be offered the opportunity of exercising his own self-control.
- Physical management should cease as SOON AS POSSIBLE. The skilled use of non-verbal; Para-verbal and verbal strategies aid de-escalation.
- Whilst it may be necessary for staff to be given support in physically controlling pupils, staff should be aware that creating an audience can often escalate the situation.
- As soon as possible after the incident, when the pupil is calm and ready, he / she should be given the opportunity to talk through the incident.
- ALL INCIDENTS CONCERNING RESTRICTIVE PHYSICAL INTERVENTION (RPI) must be recorded on a Major Incident Record Form/Bound Book. The report should consider the circumstances and justification for using Restrictive Physical Intervention (RPI).
- Staff involved should be afforded supportive discussion, if required as soon as possible.

**During a restraint**

During a restraint and in the period following children must be monitored and supported closely. Danger signs include:

- Struggling to breathe
- Complaining of being unable to breathe
- Evidence or report of feeling sick or vomiting
- Swelling, redness or blood spots to face or neck
- Marked expansion of the veins in the neck

- Subject becoming limp or unresponsive
- Changes in behaviour either escalation or de-escalation
- Loss of or reduced levels of consciousness
- Respiratory or cardiac arrest

### **Immediate Action**

Release or modify the restraint as far as possible to improve breathing. Immediately summon medical attention and provide appropriate first aid in line with local policy.

### **Monitoring**

The HT should monitor the use of Restrictive Physical Intervention, particularly Restrictive Physical

- Intervention (RPI), by examining:
- The frequency of their use
- The justification of their use
- Their nature
- Their users
- The views of the pupils concerning them

The headteacher must ensure that:

- The need to use Restrictive Physical Interventions are minimised
- Restrictive Physical Interventions are used only in the appropriate circumstances
- Only the appropriate Restrictive Physical Interventions are used in particular situations in line with the BILD code of practice.
- Provide a summary report on the use of Restrictive Physical Interventions to the school's governors
- Take appropriate action over issues of concern of either a generic or specific nature
- Make available on request the Major Incident Report Forms/Bound book to the authority's officers

### **Pupil Complaints / Suspension**

- 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. Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- If a decision is taken to suspend a member of staff, the school should ensure that the teacher has access to a named contact who can provide support. Suspension must not be an automatic response when a member of staff has been accused of using excessive force.
- As employers, schools, local authorities and trusts 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.