

West Kirby School and College



Restrictive Physical Intervention Policy

Updated September 2020

Introduction

In special schools, there are children with severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the breakdown of discipline. Section 93 of the Education and Inspections Act 2006 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the Principal to control or restrain pupils. Teachers, TA's, Care staff and other authorised school staff are reminded that use of physical force must be reasonable and comply with:

- DfE Section 93 of the Education and Inspections Act 2006: the use of force to control or restrain pupils”
- DfE (2013) ‘Use of reasonable force in schools’
- DfES letter dated 24 April 2001 to Chief Education Officers in England, “Positive handling strategies for pupils with severe behavioural difficulties”
- Joint DfES/DH guidance issued July 2002, “The use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder”
- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010
- DfE (2018) ‘Working Together to Safeguard Children’
- DfE (2020) ‘Keeping children safe in education’
- Restraint Reduction Network April 2020

Also, be aware of:

- Reducing the need for Restraint and Restrictive Intervention – Children and Young People with Learning Disabilities, Autistic Spectrum Disorder and Mental Health Difficulties
- Department of Health Guidance
- Local authority policies
- LA behaviour support plan
- School discipline and behaviour policies.

The selection process for staff we deem appropriate for training in ‘Restrictive Physical Intervention’ is to identify staff that have responsibility for pupils as part of their working contract. Others may be trained on request and with the agreement of the Principal.

School expectations

The use of restrictive physical interventions will always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversion, diffusion and negotiation to respond to difficult situations. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, will be dealt with under school disciplinary procedures.

- The use of physical intervention should always be a last resort, when all other attempts to diffuse and de-escalate a pupils challenging behaviour have failed.
- When the need arises to intervene physically this should be in the presence of two staff whenever possible.

- During an incident of physical intervention, the minimum force necessary should be used for the minimum time and the pupil must continuously be offered the opportunity to regain self-control.
- Whilst physically intervening, staff involved should maintain a calm, quiet voice and reassure the young person at all times that they will not be hurt.
- Physical intervention should never be carried out in anger by staff.
- Every care should be taken to ensure that physical intervention is carried out in a way that ensures the dignity of the pupil concerned.
- At times to ensure the safety of the young person, it may be necessary to use Advanced Techniques, which have an elevated risk due to supporting the young person on the floor.
- When physically intervening, gender, cultural differences and medical conditions of the pupil should be taken into account.
- It is acceptable to physical intervene in circumstances which give staff reason to believe that, by allowing the pupil to leave the premises, he/she is placing him/herself at considerable risk.
- Staff members should not attempt to intervene physically if they feel that by doing so they will be placing themselves or others at risk of harm.

Positive behaviour management

All staff will adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. The school will work in partnership with those who know the child to help those concerned:

- Find out why this child behaves as he or she does
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical intervention is rare.

School staff will refer to the school's behaviour policy when developing and implementing 'Proactive Behaviour Plans (PBPs)'. All proactive behaviour plans will be formally agreed and ratified before implementing them in school. Plans will be formally recorded in accordance with school procedures and set out the action taken to:

- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur

Risk assessment and planning for use of restrictive physical interventions

The school acknowledges that some children behave in ways that make it necessary to consider the use of restrictive physical intervention as part of a proactive behaviour plan. All identified behaviours necessitating use of physical intervention will be formally risk assessed. The resulting risk management strategy will be compatible with a proactive behaviour management approach. Planned use of physical intervention will be clearly shown to be in keeping with the pupil's EHCP and his or her Positive Handling Plan (PHP).

All staff will be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour present a clear risk or injury.

Restrictive Physical Interventions can be employed to achieve a number of different outcomes:

- To break away or disengage from dangerous or harmful physical contact initiated by a service user
- To separate the person from a 'trigger', for example, removing one pupil who responds to another with physical aggression
- To protect a child of service user from a dangerous situation – for example, the hazards of a busy road

The following are recommended by the DFE

The use of physical intervention is likely to be legally defensible when it is required to prevent:

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

Techniques and methods for controlling and restraining pupils using restrictive physical interventions will be assessed to ensure they are safe, suitable and appropriate for use with the named pupil.

They will be agreed in partnership with the pupil, his/her parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when children are; looked after by the local authority, in respite care or cared for by others with legal responsibility. This is in order to ensure that there is a consistent approach to the use of force in and out of school.

In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy will be agreed and the matter referred to the LA. If necessary, adjudication might be offered by an independent officer nominated by the Local Area Child Protection Committee.

PHP's

When a pupil presents with behaviours that require a regular hands on approach to keep them safe, the Senior PRICE Instructor will generate a Positive Handling Plan, this will be in conjuncture and consultation with Key staff. It will be for the best interest and outcome for the young person and will contain the appropriate approach needed from staff. PHP's will be reviewed regularly. This information and plan will be shared with parents/guardians.

Use of restrictive physical interventions in unforeseen and emergency situations

The school acknowledges that, on occasion, staff may find themselves in unforeseen or emergency situations, when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- Before using force – staff attempt to use diversion or diffusion to manage the situation

- When using force – staff must use techniques and methods with which they are familiar, confident and are permitted by the school: see PRICE training guidelines
- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with Section 93 of the Education and Inspections Act 2006. Using Dynamic Risk Assessment, Reasonable and Proportionate

Staff will always report and record use of physical force that occurs in unforeseen or emergency situations using school procedures.

Post incident support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries will be reported and recorded in accordance with school procedures. The school will take action to report any injuries to staff or pupils in accordance with RIDDOR.

Where Advanced Techniques have been used, the young person must be monitored every 5 minutes for the first 30 minutes followed by every 30 minutes for 2 hours. Staff monitoring must be First Aid trained. Monitoring form to be completed and submitted to the medical room.

Reporting and recording use of restrictive physical interventions

After incidents in which physical intervention is used, staff will report and record the matter in accordance with school procedures. All incidents requiring the use of physical intervention will be thoroughly and systematically documented within school records such as registers, logs, and incident books as advised in DfES letter dated 24 April 2001 to Chief Education Officers in England, "Positive handling strategies for pupils with severe behavioural difficulties". Reporting and logging of Incidents including pupil debrief, if criteria for debrief is met (more than physical management), must be completed within 24 hours of the incident itself. Parents/carers informed on the day of the incident prior to pupils arriving home, or if resident, on the same day as soon as possible. The school will take action to ensure that parents and the local authority are informed about these incidents in accordance with agreed local procedures and time scales. Any incidents involving Advanced techniques must be recorded within 12 hours of incident. They must be evaluated and signed off within 24 hours.

Incidents will be recorded on the 'BehaviourWatch' online secure system. PCT (Pastoral Care team) will then log the incident and make sure debriefing is offered and carried out with both pupil and staff involved.

Monitoring use of restrictive physical interventions

Use of physical intervention in school will be monitored in order to help staff learn from experience, promote the well-being of children in their care, and provide a basis for appropriate support. Monitoring can help schools to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. Information on trends and emerging problems will be shared within the school using local procedures.

Where Advanced techniques have been used, the Senior PRICE Instructor or a member of SLT will evaluate the incident and validate the use of the techniques used.

'BehaviourWatch' behaviour management system will be used to assist the PCT in monitoring information which will be reported on a regular basis to school governors.

Responding to complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint in relation to use of force by staff, the matter will be dealt with in accordance with agreed procedures for handling allegations against members of staff. See Keeping Children Safe in Education 2020 and relevant school policies.

Staff training

Training in physical intervention methods that are acceptable within the school is available and teachers, support staff, care staff and other officers will be encouraged to take up such opportunities. This training is intended to help staff to link meeting children's' needs with positive behaviour management. Staff involved in implementing planned use of physical intervention as part of a behaviour management strategy with the school, will be provided with training in the range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staff are encouraged to practice their skills and periodically attend updates. A small percentage of staff will receive additional training in advanced techniques. These staff must hold a current First Aid Certificate.

All staff attend a Five-day foundation course including 2 days of de-escalation and diffusion together with 3 days physical intervention techniques, followed by refresher sessions of 60 minutes every half term. All staff are invited to request extra training if they feel the need. Staff only have permission to use techniques, which their current training has included. In turn missed training of techniques will restrict the staff's range of techniques to be used.

The P.R.I.C.E. package chosen by WKS is based on the recommendations of The Children's Act 1989, Volume 4 and the department of Health Guidance on 'Permissible Forms of Control in Children's Residential Care' (1993)

It also complies with the requirement of the current DfE and Health guidance, as well as BILD Code of Practice, health and safety legislation, Restraint Reduction Network and the overall framework of civil and criminal law. PRICE is accredited by BILD and is governed by The Restraint Reduction Network

Key Principles:

- Use of physical intervention must be the last resort (all other methods exhausted)
- Acknowledgements of the service user rights and dignity
- Staff safety and protection including breakaway techniques
- Minimum use of force and no deliberate use of pain
- No use of pressure against joints
- Acknowledges the **Responsibilities** inherent in a **Duty of Care** and **Duty of Candour**
- Phasing up and down of the techniques as the circumstances require
- Team building

Aims

To assist our organization to make the workplace safer for service users and staff, by:

- Providing the training in a safe manner
- Teach the use of Diffusion and De-escalation
- Teaching staff safe and non-harmful physical intervention techniques
- Teaching staff to physically intervene within the organization's regulations and guidelines
- Giving staff confidence to undertake everyday duties
- Giving service users a feeling of safety and protection
- Acknowledgement of the service user's rights and dignity
- Teaching techniques applicable to specific environments

Objectives

To teach staff a range of non-harmful techniques:

- To follow the standards set out by The Restraint Reduction Network
- To teach the staff to understand the reasons behind Challenging behaviour
- Teach staff to breakaway from a violent incident with minimal use of force
- Teach staff to work within organizational guidelines
- Enable staff to work as a team
- Enable dialogue when physically intervening and de-escalating the incident
- Teach the use of minimal force, and no deliberate use of pain
- Teach staff the importance of de-escalation skills
- Focus on non-restrictive tertiary and restrictive tertiary strategies within the training

Due for renewal: September 2021