

# De La Salle College



## Appropriate Physical Intervention

Compiled by: The Head of College	Last Reviewed: June 2018
Policy Holder: D. Sharrock	Revision date: June 2019

## **1. Overview**

This Policy provides guidance on the circumstances when restrictive physical intervention (RPI) can be used and the procedures that should be followed when it is used.

## **2. Scope**

The scope of this policy encompasses all pupils, and all staff employed by De La Salle College

## **3. Responsibilities and distribution**

The policy must be read in conjunction and with reference to other relevant policies including, the Education Department Policy for Schools for Positive Behaviour Support and Restrictive Physical Interventions, and De La Salle College's Behaviour policy and Complaints procedure policy.

## **4. Policy/Standards**

The purpose of this document is to:

- Enable staff to discharge their duty of care towards pupils
- Ensure the safety of pupils
- Ensure the safety of staff (and others) and offer appropriate advice and guidance
- Reduce risk associated with challenging behaviour

## **5. Further information**

It is the duty of every employee to discharge their duty of care towards pupils in an appropriate manner and within an appropriate values base. It is an expectation that staff will be individually accountable and responsible for their actions towards the pupils whom they support.

All pupils will:

- Be treated as individuals and their views sought where possible
- Be supported to learn in a safe environment
- Be valued in respect of their gender, culture, ethnicity and sexual orientation
- Be supported to make appropriate valued choices and develop a healthy lifestyle
- Be protected from harm or the risk of abuse

Pupils will be offered the opportunity to develop a sense of personal responsibility appropriate to their age and/or developmental level. De La Salle College will foster an environment that will develop the pupil's sense of personal responsibility taking account of their age and developmental level.

An important aspect of developing an appropriate values base and socially valid environment is the development of positive relationships between pupils

and staff within the service. It is an expectation that all staff will foster appropriate relationships with pupils creating appropriate boundaries and positively valued relationships with pupils having consideration for age, gender, developmental ability and personal wishes. An appropriate relationship will:

- Be based on mutual respect and positive interaction
- Be supportive and active in creating opportunities for the pupil
- Highlight and differentiate between disapproval of socially inappropriate behaviour and disapproval for the pupil exhibiting that behaviour
- Take account of the pupil's personal history and be sensitive to their needs
- Have clear, professional and appropriate boundaries
- Promote self-esteem through a variety of interactions and opportunities for the pupil
- Seek to understand the function of less socially valid behaviour
- Consistent, supportive and based on mutual respect

## **6. Restrictive Intervention**

There are occasions when restrictive physical intervention (RPI) is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

### Underpinning Principles

- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is appropriate
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned

### Principles for the use of Restrictive Physical Intervention in schools

Restrictive Physical Intervention should only be used in the context of wider behaviour policies and procedures which promote positive behaviour. There are occasions when restrictive physical intervention is an appropriate and reasonable response to the risks presented in a particular situation. Restrictive physical intervention should only be used when there is no alternative, less intrusive, course of action.

Force may not be used as a punishment. It is not acceptable to:

- Physically punish a pupil or to verbally threaten to do so, this includes the use of physical interventions
- Deprive pupils of food or drink
- Ask a parent or family member to impose sanctions against a pupil
- Use demeaning tasks or punishments such as wearing inappropriate clothing
- Withhold medical treatment
- Conduct personal body searches; where significant concern exists a senior manager should be contacted or support of the police should be sought
- Lock a pupil in a room or prevent them from leaving a room (except in very extreme situations of high risk)

Members of staff should not be required/advised to carry out any form of restrictive physical intervention which will put themselves at risk.

Circumstances when Restrictive Physical Intervention can be used

The use of force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- Committing an offence
- Causing injury, or damage, to a person or the property of any person (including the person themselves)
- Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere

The most usual circumstances where reasonable force might be used is when a pupil's behaviour is likely to cause personal injury or serious damage to property. Members of staff should be very cautious about the use of force in other circumstances and should remember that force should only be used as a last resort and in line with the principles above.

Legal Considerations

It may be legally defensible to use a physical intervention to prevent a pupil from:

- a) Self-harming or being self injurious
- b) Causing injury to other children, adults or staff
- c) Causing significant damage to property
- d) Committing a criminal offence

A duty of care is imposed on staff, they must therefore, take reasonable care to avoid acts or omissions which may cause harm. This duty of care applies to all employees of De La Salle College and they remain personally responsible and accountable for their actions at all times.

De La Salle College, in turn, owes a duty of care as an employer to those

professionals in its employ and offer appropriate training and guidance. It recognises that at times they may face situations where they have to make a judgement about the use of physical interventions. Employees have the right to defend themselves and/or others from harm, where they decide to do this they must not use a disproportionate level of force.

It will be paramount that where physical intervention is used as a emergency response lawful excuse can be demonstrated in that without that preventative action significant risk of harm existed for the pupils or others. For this reason careful consideration should be given if intervening to prevent damage to property and physical intervention used only in very extreme circumstances.

## **7. Terminology**

A non-restrictive physical intervention is manual guidance, for example, to assist a pupil in crossing the road safely. A restrictive physical intervention would be to hold a pupil's hand to prevent them from hitting another pupil. This policy applies to the use of restrictive physical interventions and in no way comments on appropriate therapeutic or appropriate support given to assist pupils in given daily tasks. This policy does not make reference to the use of mechanical restraint nor should any form of mechanical restraint be used.

Unplanned (*emergency*) physical intervention: use of force, which occurs in response to unforeseen circumstances. There are occasions when restrictive physical intervention (RPI) is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Planned Intervention: in which staff employ a reactive physical intervention where necessary using pre-arranged physical skills detailed in a support plan and based upon a risk assessment. This will always be accompanied by alternative behavioural approaches aimed and supporting the development of socially valid behaviour.

It is important to highlight that a level of risk is associated with any form of physical intervention, for this reason it should be avoided. High levels of risk are associated with:

- Mechanical restraint (this policy does not address this and it will not be supported by De La Salle College)
- Taking a pupil to the floor or holding them on the floor:
  - Restricting breathing
  - Bending, flexing or holding over the joints
  - Pressure on the neck, chest abdomen or groin area

Employees will only employ physical intervention techniques in which they have received training from MAYBO trainers.

A restriction of personal freedom is also a physical intervention. It is illegal to

lock a pupil in a room or to prevent them from leaving a building except in very extreme circumstances of high risk that were unforeseen.

## **8. School Policy**

All staff should work in a way consistent with the college safe working practice agreement and the behaviour policy which outlines a pro-active approach to promoting positive management. This will minimise the likelihood of needing to use RPI.

If RPI is used as a part of a planned response for a pupil, the plan should be informed by a risk assessment which is carried out in line with the Education Department policy on RPI after consultation with the BESD or Education Psychology service.

Staff should report and incidents of RPI to the Assistant Headteacher (Safeguarding). The staff member should record any incidents of RPI using the recommended format (**Appendix 1**) within 24 hours of the incident. This form must be forwarded to the Head of College. The Head of college will inform the Board of governors of any incidents of RPI on a termly basis.

The Head of College, or his designate will notify parents of any incident involving physical intervention. This will be recorded on the incident form (**Appendix 1**).

The college will offer support to pupils and staff who are involved in an incident requiring RPI. Following any incident in which a pupil's behaviour has been challenging it will be appropriate to follow a process of post incident management. Where verbal or physical aggression has occurred or been threatened the Assistant Head teacher (safeguarding) will offer the member of staff involved the opportunity for a reflective discussion of the incident. This will allow potential or existing risk to be reduced, it will ensure that all relevant people are informed of the incident and will encourage appropriate recording of the incident.

The Head of college will be responsible for ensuring that de-brief is offered to staff, pupils and other people affected by an incident. This will be followed up although it may not be recorded.

Reconciliation will be offered to pupils and staff who are involved in incidents; a member of the senior management team not directly involved in the incident will facilitate this as directed by the Head of College. It may also be offered to two or more pupils who have become engaged in inappropriate or personalised dialogue or behaviour as per the college counter bullying policy.

De la Salle college should hold an annual staff training event to remind all school staff of:

- their responsibilities with regard to RPI
- de-escalation techniques

- risk assessments emergency RPI

De la Salle college should ensure that at least one of their staff access the MAYBO accredited training. The training focuses on managing challenging behaviour including the use of RPI techniques.

Employees will not informally share techniques nor will they engage in adapting techniques in any way following training.

Once trained, staff will be responsible for maintaining the level of skills acquired within training and ensuring the skills are updated as appropriate. When deciding to use physical interventions employees will ensure they are:

- Appropriate given the level of risk and given the age, gender and size of the pupil
- Not used in a punitive manner or imply pain or psychological harm
- Used in conjunction with appropriate conversation and interaction
- Used for the minimum possible period of time
- Enabling the pupil to take control of the situation and decrease their arousal
- Used in conjunction with appropriate reconciliation opportunities
- Legally defensible

## **9. Guidance to staff on the use of Restricted Physical Intervention**

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury. It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

Who can use Restrictive Physical Intervention?

All staff can use restrictive physical intervention to maintain safety in an emergency consistent with the principles of Jersey Law.

Planned versus emergency (unplanned) Restrictive Physical Intervention: It is important to distinguish between the use of restrictive physical intervention in planned circumstances compared to an unplanned, emergency situation.

In an unexpected, emergency situation, the member of staff must make an immediate mental assessment of risk and act accordingly to maintain the safety of all involved.

The procedures outlined above for recording the incident, informing parents, support for those involved and future risk assessment should all be followed. School staff will not be expected to act in a way which puts themselves at risk of injury.

It will be helpful for staff if unplanned incidents are considered in the school's annual staff training event on RPI.

### **10. Planned Restrictive Physical Intervention**

When it is felt that a pupils behaviour may necessitate the use of RPI as one of the planned strategies of a pupils Individual Learning Plan, the BESD and or Education Psychology service of the Education Department will be consulted to offer support and advice. The Head of College will meet with the parents to discuss what support the college is able to offer and if the college is able to meet the behavioural and emotional needs of the pupil.

### **11 Monitoring the use of Restrictive Physical Intervention**

The use of RPI within De La Salle College will be monitored by Head of college annually..

### **12 Concerns and complaints**

If staff follow the RPI Policy and the college informs parents of any incident which has required RPI, then complaints should be avoided.

However, when a parent makes a complaint about the use of force by a member of the school staff, it must be taken seriously and addressed by the Head of College. Parents should refer to the college Complaints Procedure policy for further information if they wish to make a complaint about the use of RPI.

Appendix 1

**Report of Incident of Physical Intervention (PI)**

**1. Background information**

**School:**

**Date of incident:**

**Time of incident:**

**Pupil involved:**

**DoB:**

**Year:**

**Staff involved:**

**Pupil witnesses:**

**2. Circumstances leading to the incident where physical intervention was used**

**Provide details/ circumstances leading up to the incident:**

**Describe attempts to de-escalate the situation and avoid use of physical intervention:**

**3. Reason for use of physical intervention**

**Was the pupil/staff concerned at risk of injury? Yes/No**

**Were other children liable to injury? Yes/No**

**Was property about to be damaged? Yes/No**

**Was the child trying to run away? Yes/No**

**Was good order/discipline being compromised? Yes/No**

**Other (please provide details)**

**Was physical intervention used as part of a planned intervention?**

**Yes/No**

***If Yes please attach the Positive Handling Plan.***

**4. Type of physical interveintion used**

**Provide details of the type of physical intervention used, by whom and the approximate length of time a pupil was held (as appropriate):**

**5. Pupil behaviour following the use of physical intervention**

**Describe pupil's behaviour from the point when the hold was released until either supervision was handed over to someone else, or normal activities were resumed:**

**6. Details of any injuries (include details of medical attention/ access to first aider/ reference in first aid book):**

**Provide details of any injuries to the pupil:**

**Provide details of any injuries to staff:**

**Print name.....**

**Signed.....**

**Date: ..... Position in school.....**

## 7. Follow-up Action

### a. Parents notified of incident:

Date:

Time:

By whom:

### b. Post incident support for pupil:

Date:

By whom:

### c. Post incident support offered for staff:

Date:

By whom:

## 8. Headteacher's overview of incident

- Could other preventative measures have been used?  
Yes or No
- Were reactive strategies effective?  
Yes or No
- Is the Risk assessment valid?  
Yes or No
- Should the plan be adapted?  
Yes or No

Print name.....

Signed.....

Date: .....

Position (if not Head of College).....