

The Meadows School



Restrictive Physical Intervention

Updated: March 2024
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Ratified by Governors: March 2024

Amendment Register

Amendment Number	Date	Detail	Amended By	Approved By
0	March 2018	Updated		Headteacher
1	04.05	Reviewed	S Forbes	Headteacher
2	16.07.2020	Ratified by Governors	FGB	FGB
Full re-write	09.12.2022	Updated	A.Parcell and K.Hurcombe	FGB
3	28.02.2024	Added radio for support and highlighted on page 4	K.Hurcombe and A.Parcell	FGB

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1. Rationale

This policy has been written in relation to Restrictive Physical Intervention at the Meadows School and should be read in conjunction with other school policies inclusive of but not limited to, Behaviour Policy and Safeguarding Policy and DfE (2013) Use of Reasonable Force.

2. Introduction

Majority of pupils attending The Meadows School may present severe challenging behaviours at times throughout the day. It is a legal requirement for schools to implement a policy regarding the use of physical intervention (Education Act 1996 Section 550A).

This policy clarifies the role of teachers and other staff who have the training and knowledge to intervene if pupils are causing harm to themselves, to others or public property.

Physical interventions do occur at the Meadows School but these interventions form a small part of the management of actual or potential aggression and occur within the context of a specific behaviour strategy and as a last resort to prevent any harm being caused to the pupil, staff or property. This policy is to be utilised and implemented in times where Reasonable Force / Restrictive Physical Intervention (RPI) is foreseen or has been required. Reasonable Force – Necessary and proportionate – Reasonable and suitable – Justified. CPI – Has to be Safe, Effective, Acceptable and Transferable.

3. School Ethos

The school's values to RPI is based on CPI guiding philosophy of:

CPI Values and Philosophy

CARE

Respect, dignity, empathy, person-centered



WELFARE

Maintaining independence, choice and well-being



SAFETY

Protecting rights and minimising harm



SECURITY

Safe, effective, harmonious and collaborative relationships



This further strengthens and supports the schools' values of Safe, Happy, Independent, Nurtured and Engaged ensuring we respect the students at all times, while taking into account each individual special educational need. By adopting a child centred

approach, which remains underpinned by relevant theoretical models within our Behaviour Support Plan and/or all the non-physical interventions that our Behaviour Policy contains, the CPI philosophy is maintained.

RPI is used in the best interest of the students and as a response to presented or suspected behaviour(s) that challenge, safeguarding all parties and property surrounding them; this includes the management of violent and / or aggressive incidents in a controlled and caring manner by utilising staffs core training in the use of Crisis Prevention Institute (CPI) techniques or the implementation of Reasonable Force. CPI Safety Intervention is our selected modality and is accredited by Bild Association of Certified Training. Majority of staff who work with students who present challenging behaviours have a two-day course of Safety Intervention Foundation Training. Some staff who currently work in classes which require advanced and emergency holds, complete a further a further Advanced and Emergency Safety Intervention Training.

The Meadows School is a friendly, supportive environment fostered to enable pupils to develop independence ready for life after The Meadows. Positive reward systems are used effectively to support behaviour at the appropriate level for all learners to access. Pupils who display challenging behaviours are often operating outside of the code of behaviour and as such require additional strategies as part of a Behaviour Support Plan, these may include supportive measures which have involved other professionals including occupational therapists, speech and language therapist and educational psychologists.

4. Aims of this policy

- To develop a consistent approach to managing behaviours.
- To ensure that staff at The Meadows School understand the legal requirements affecting physical interventions.
- To increase confidence and competence of all those who deal with crisis situations.
- To ensure that all pupils who present challenging behaviour requiring physical intervention are treated at all times with dignity and respect.
- To raise awareness amongst Governors, parents/carers, staff and multi-agency professional colleagues of school policy and procedure.

5. Objectives of this policy

- To provide staff with ongoing training and guidance in CPI Safety Intervention Training and general behaviour strategies. This includes safe and legal physical intervention techniques.
- To encourage our pupils to develop appropriate interaction through our whole school ethos, values, policies, and curriculum; class teaching, environment, expectations, routines, EHCP's, behaviour support plans and intervention.

- To ensure interventions for part of a behaviour management strategies and are shared/agreed with parents/carers.
- To ensure staff are familiar with, and follow, procedures for the reporting/recording of the use of physical intervention.
- To ensure that staff view physical interventions as the last resort when pupils are presenting behaviours that could harm themselves, others and/or causing damage to property.

6. Health and Safety

This policy operates within the context of the Schools Health and Safety Policy. Procedures for reporting injuries should be followed and risk assessments made where appropriate.

The health and safety of all is the prime concern of this aspect of our work and consideration must be given to the care, safety, welfare and support of all concerned.

7. Equal Opportunities

The policy operates within the context of the schools Equal Opportunities policy.

8. Procedures at The Meadows School

- Staff will identify those pupils who may need support with behaviour and class teams will complete a Behaviour Support Plan.
- The Student Support team have trained majority of the school in Foundation Safety Intervention, class teams working closely with the student will identify if they may require physical intervention. A small selection of staff have been trained in safety intervention to an Advanced level and are aware of the students who require this support.
- Staff will collect information about the behaviours and positive attributes of the pupil to ensure these can be used as motivators.
- Staff will monitor the effectiveness of the behaviour support plan throughout the year, these are updated regularly if needed and will be reviewed half yearly and given to the student support team to sign off.
- Staff should only use physical intervention as a last resort to make a crisis situation safe.
- Where staff feel they are unable to deal with the incident they should hand over to responsibility of support to another trained member of staff.
- In circumstances where advanced holds need to be completed, class team are to radio for support and the red alarm should be pressed and the student support team and a member of SLT will attend the incident. If a second alarm is raised, please can other advanced trained staff please attend if safe to do so.
- Staff will, where appropriate, talk to the pupil involved explaining what is happening, why it is happening, and what the pupil can do to reach Tension reduction. This will be individual to students' level of understanding.
- Staff will re-establish therapeutic rapport with the pupil once the incident is over, in an appropriate way for the pupils needs.
- The staff members can take time out after the incident, if needed.

- Staff will report in writing any physical interventions that have taken place, this is done online using sleuth software, which enables accurate analysis of incidents.
- The effectiveness of an unplanned/serious physical intervention will be evaluated between staff involved and the student support team.

Reporting to parents and carers

Serious incidents that require physical intervention must be shared with the parent/carer. The opportunity to discuss the incident will be offered to enable parents/carers to understand the intervention. The class team member will record the communication with parents using CPOMS software and also record the information on SLEUTH. Procedures for reporting injuries should be followed and risk assessments made where appropriate.

9. Policy success criteria

Staff will:

- Be trained in Safety Intervention techniques on a rolling programme and will implement physical interventions only as a last resort to support pupils.
- Once trained, be confident and competent to manage actual and potential aggression.
- Follow the reporting procedures regarding interventions.
- Reduce the number of injuries to staff and to pupils

9.2. Pupils will:

- As a last resort, be restrained and supported as safely as possible. This is for the least amount of time, with the least amount of restriction as possible. Pupils will never be restrained for longer than **10 minutes**.
- Receive care and support at all times when presenting challenging behaviours.
- Have a detailed behaviour support plan, monitored, reviewed and amended as appropriate.
- Make progress towards managing their own behaviours and self-regulating.

See also the Meadows School behaviour policy.

10. Policy evaluation and review

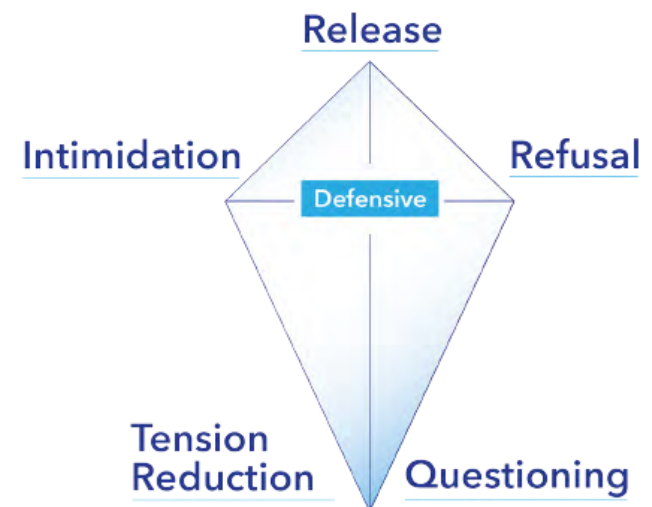
This policy will be reviewed in line with specific training received in physical

Defensive Behaviours and the *Verbal Escalation Continuum*SM

The CPI *Crisis Development Model*SM



*Verbal Escalation Continuum*SM



Procedural Flowchart

