



Ysgol Tŷ Coch

Learning Together - Dysgu Gyda'n Gilydd

# **Restrictive Physical Intervention Policy**

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**Review date: November 2024**

**Signed: \_\_\_\_\_ Chairperson schools  
governing body, on behalf of the governing body.**

**Date: \_\_\_\_\_**

**Signed: \_\_\_\_\_ Headteacher.**

**Distribution: Staff, governors, pupils, parents/carers and  
interested parties.**



## **Restrictive Physical Intervention (RPI) at Ysgol Ty Coch Special School**

The co-ordination and monitoring of the implementation of the:

- Restrictive Physical Intervention Policy
- Positive Behaviour Policy

is the responsibility of Mrs. Julia Render, Deputy Headteacher.

In the absence of Mrs. Render a member of the Senior Leadership Team may sign off the documents associated with these policies. Julia Render and Sean Gilbertson sign the documents for positive handling plans.

The following members of staff are Team Teach Trainers:

- Julia Render
- Lyndsay Moulden
- Dannielle Rees
- Sean Gilbertson
- Annemarie Morgan

This policy is consistent with the schools' Safeguarding and Equal Opportunities policies, and with national and local guidance for schools on safeguarding children in education. All staff read and sign the RPI policy and Positive Behaviour Policy. Parents/carers are made aware of the Restrictive Physical Intervention (RPI) Policy when their child joins the school.

### **Introduction**

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. This policy relates to Articles 3 and 28 of the UNCRC.

**Article 3:** All organisations concerned with children should work towards what is best for each child.

**Article 28:** Children have a right to an education. Discipline in schools should respect children's human dignity.

The use of restrictive practices will be within the context of the European Convention of Human Rights of the Child. The policy also refers to Article 8 (respective for autonomy, physical and psychological integrity) and Article 14 (non-discrimination) of the European Convention on Human Rights as incorporated into domestic law by the Human Rights Act of 1998.

## **1. Duty of Care**

All staff have a duty of care towards the students at Ysgol Ty Coch Special School. This duty of care applies as much to what staff **don't** do as to what **is** done. When children are in danger of hurting themselves or others, or of causing significant damage to property, staff have a responsibility to intervene. In most cases this involves an attempt to divert the child to another activity, or a simple instruction to "Stop!" along with a warning of what might happen next. However, if it is judged necessary, Restrictive Physical Intervention (RPI) may be used.

The duty of care also extends beyond the boundaries of the school site. There may be situations where staff need to use RPI when they have control or charge of pupils off-site (e.g. on trips) or if a child is trying to leave the school site under circumstances judged to present an unacceptable risk to their wellbeing.

## **2. Background**

Restrictive Physical Intervention (RPI) is defined as follows:

Restrictive Physical intervention (RPI) is when a member of staff uses force intentionally to restrict a child's movement against his or her will. All staff at Ysgol Ty Coch (YTC) aim to help children take responsibility for their own behaviour. This is achieved through a combination of approaches, which includes:

- positive role modelling
- teaching an interesting and challenging curriculum
- setting and enforcing appropriate boundaries and expectations
- providing supportive feedback

More details about this and the school's general approach to promoting positive behaviour can be found in the Positive Behaviour Policy. There are times when a student's behaviour presents particular challenges that may require restrictive physical intervention. This policy sets out our expectations for the use of such intervention. It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations, such as:

- giving physical guidance to children (for example in practical activities and PE)
- providing emotional support when a child is distressed
- providing physical care (such as first aid or toileting).

Staff exercise appropriate care when using physical contact being mindful that there are some children for whom physical contact would be inappropriate such as:

- those with a history of physical or sexual abuse
- those from certain cultural/religious groups

Staff pay careful attention to issues of gender and privacy and any specific requirements aligned to cultural/religious beliefs as directed by parents.

Further guidance on this matter is given in the school's Safeguarding Policy. This policy is written using guidance from WG- Safe and Effective Use of Reasonable Force and Searching for Weapons 097/2013 and WG Reducing Restrictive Practices Framework 2021 WG42973 Digital ISBN: 978-1-80195-650-5.

In order to achieve the aims of this framework, the organisation has a threefold focus:

- Preventing the necessity for restrictive practice through the development of reduction strategies and through the promotion of a human rights approach.
- Working with individuals through person centred planning to meet individual needs in a way that actively reduces the likelihood of situations arising where restrictive practices are used as a last resort.
- Having measures in place so that when situations arise where restrictive practice are used as a last resort, to prevent harm to the individual or others, there is prior planning and training in place to secure the safety of all concerned. – WG Reducing Restrictive Practices Framework 2021

### **3. Principles for the use of RPI**

#### **In the context of positive approaches**

RPI is not the school's preferred way of managing children's behaviour.

Staff will only use RPI where the risks involved in using force are outweighed by the risks involved in not using force. RPI may be used only in the context of a well-established and well-implemented positive behaviour management framework, with the exception of emergency situations.

Staff aim to do all they can to avoid using RPI. Staff will only use RPI where it is judged that there is no reasonably practicable, less intrusive alternative. However, there may be rare situations of such concern that staff feel the need to use RPI immediately. Staff may use restrictive physical intervention at the same time as using other approaches such as saying, "Stop!" and giving a warning of what might happen next.

Safety is always a paramount concern and staff are not advised to use RPI if it is likely to put themselves at risk.

#### **Reasonable force**

When staff need to use RPI, it will be used within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. Staff use as little force as is necessary to maintain safety, and do so for as short a period as possible.

#### **4. When can RPI be used?**

The main aim of RPI is to maintain or restore safety. Staff acknowledge that there may be times when RPI may be justified as a reasonable and proportional response to prevent damage to property or to maintain good order and discipline at the school.

The use of RPI may be justified when a pupil is:

- Committing an offence
- Causing personal injury to any other person/themselves
- Causing damage to the property of any other person/themselves
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

However, staff will be particularly careful to consider all other options available before using restrictive physical intervention to achieve either of these goals, as it should only be used when staff have exhausted all other approaches or a pupil or member of staff's health and safety is at risk. RPI should only be used if it is reasonable, proportionate and necessary.

RPI may also be appropriate when, although none of the above incidents have occurred, they are judged as highly likely to be about to happen.

Staff are very cautious about using RPI where there are no immediate concerns about possible injury or exceptional damage to property. RPI will only be used in exceptional circumstances, by staff who know the student well and are able to make informed judgements about the relative risks of using, or not using, RPI; for example, stopping a pupil leaving the school site without authorisation.

When a decision is being made to use RPI, the child's best interests must be a primary consideration. Examples of situations when restrictive physical intervention can be used include:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing serious, deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects; to any person (including the pupil himself)
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.
- committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- a pupil absconds from a class or tries to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property.

In all cases, it must be remembered that, even if the aim is to re-establish good order, RPI may escalate the difficulty. If staff judge that RPI would make the situation worse it should not be used. In such an instance staff should employ an alternative strategy such as: seek help, clear other students from the vicinity, make the area safe or; warn about what might happen next and issue an instruction to stop.

Staff must never use RPI out of anger or as a punishment. Actions must always be consistent with the duty of care for pupils. The school is committed to reducing the use of restrictive practices. All efforts are made to understand what is driving the behaviour and the school uses tools such as Functional Behavioural Analysis and Motivational Assessment Scale (MAS) to identify patterns, triggers to reduce restrictive practices. The school uses Motional and Trauma Informed Approaches to identify pupil's emotional needs and to put in place supportive strategies and activities to promote social development. These strategies are incorporated into activities and experiences. There are twelve Trauma Informed Licensed Practitioners in school and the school is committed to a training plan to ensure staff in each key stage are trained as practitioners. All staff have had basic training in Trauma Informed Approaches.

## **5. Who may use RPI?**

If the use of RPI is appropriate, and is part of a positive behaviour management framework, a member of staff who knows the child well should be involved.

In an emergency, any of the following may be able to use RPI:

- any teacher who works at the school,
- any other person whom the head teacher has authorised to have control or charge of pupils, including:
  - (a) support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors;
  - (b) people to whom the headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school organised visits) but not prefects.

Those exercising the power to use force must also take proper account of any particular additional educational need (ALN) and/or disability that a pupil might have. Under the Equality Act 2010 schools have key duties:

- not to treat a disabled pupil less favourably, because of his/her disability, than a non-disabled pupil;
- not to treat a disabled pupil unfavourably because of a reason related to their disability, without justification; and
- not to apply a provision, criterion or practice that puts or would put a disabled pupil at a particular disadvantage compared with a non-disabled pupil, without justification; and
- to take reasonable steps to avoid putting a disabled pupil at a substantial disadvantage in comparison with a non-disabled pupil (known as the reasonable adjustments duty)

## **6. Planning around an individual and risk assessment through discussion**

Where staff have physical health issues, such as pregnancy, a risk assessment is undertaken/put in place. Staff are then placed in low risk areas within the school.

Staff and pupils' physical and emotional health is taken into consideration when plans are drawn up. The child's parents/carers are kept informed. These plans are called Positive Handling Plans (PHPs). The PHPs may include:

- behavioural management
- caring c's
- restrictive physical intervention

When these plans are agreed they are signed by the Headteacher/deputy head teacher and the parent/carer. The plans are reviewed regularly and are shared with all staff.

If students have a new PHP with Team Teach on it parents will be invited to meet with staff to discuss it and opportunities given for a demonstration of what is on the

PHP. In most situations staff use of restrictive physical intervention is in the context of a prior discussion with all staff involved. This discussion considers:

- What the risks are
- Who is at risk and how
- What can be done to manage the risk

This discussion is also used to inform the individual behaviour plan that is developed to support the child. If this behaviour plan (PHP) - see Appendix 1 - includes RPI it will be as just one part of a whole approach to supporting the child's behaviour. This will be part of Pupil Centred Planning, with individual communication needs and sensory needs paramount. The behaviour plan outlines:

- Staff understanding of what the child is trying to achieve or communicate through his/her behaviour
- How staff adapt the school environment to better meet the child's needs
- How staff teach and encourage the child to use new, more appropriate behaviours
- How staff reward the child when he or she makes progress
- How staff respond when the child's behaviour is challenging (responsive strategies)

Staff pay particular attention to responsive strategies. A range of approaches (including humour, distraction, relocation, and offering choices) are used as direct alternatives to using RPI. These responsive strategies are decided in light of discussion.

Staff draw from as many different viewpoints as possible when they anticipate that an individual child's behaviour may require some form of RPI. The child's perspective is considered and the child's parents/carers are involved. Discussion may also involve visiting support staff such as: Educational Psychologists, Behaviour Support Team workers, Speech and Language Therapists, Social Workers and colleagues from the Child and Adolescent Mental Health Services.

Staff record the outcome from these planning meetings on the PHP and seek parental agreement/signature to confirm their knowledge of the planned approach. Staff review these plans at least once every term, or more frequently if there are any concerns about the nature or frequency of the use of RPI; or where there are any major changes to the child's circumstances. The PHP will be reviewed in light of an incidence of RPI requiring a Serious Incident Report and may be amended as is necessary.

Staff recognise that there may be some children within the school who find physical contact, in general, particularly unwelcome.

The school has systems in place to alert staff discreetly to such issues so that staff can plan accordingly to meet individual children's needs.

Staff keep a record of students with PHPs on a database and monitor this monthly. Staff can track the number of students across the school who have behaviour management, caring c's or Team Teach interventions.

If the student displays behaviour which causes more heightened concern, e.g. when they are out in the community, then an individual written risk assessment may be used (see Appendix 2).

## **7. What type of restrictive physical intervention may be used?**

In accordance with the Human Rights Framework for Restraint (March, 2019) protective steps must be taken to ensure legality and prevent harm. The following are key procedural safeguards:

- i. All persons using restraint must be adequately trained.

- ii. Any anticipated use of restraint must be planned and regularly reviewed.
- iii. Use of restraint should be recorded in proportionate detail to enable the lawfulness of the restraint to be assessed.

Any use of RPI by staff should be consistent with the principle of reasonable force. In all cases, staff should be guided in their choices of action by the principles in section 2 above – principles for the use of RPI. Staff should not act in ways that might reasonably be expected to cause injury. Team Teach is an accredited training provider and is registered with the Institute of Conflict Management. The school has training within the Team Teach model and within the RCT provided training model. Staff should follow Team Teach principles and use graded holds or the core principles of Team Teach which are:

- Staff numbers (minimum of 2 involved, where possible, dependent on prevailing circumstances)
  - Minimum force and time and last resort (where possible)
  - Techniques that allow for verbal communication and do not rely on pain or “locks” for control
  - Staff safety and protection issues addressed. Planned responses and techniques should be written out and included in Individual Behaviour Support and Intervention
  - Following a restraint there should be both a support and reflective structure in place for both staff and service users involved
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- All incidents using restraint should be reported, recorded, monitored and evaluated
  - Seeking help – a professional expectation and strength “Help protocol” and “Help Script”
  - Understanding of the value of enhanced communication skills and team work through the role of “critical friends” and involvement of key individuals and services
    - Emphasis on caring, protecting and promoting positive relationships
- Team Teach trainers teach that there may be situations where there is elevated risk for the service user e.g. Positional Asphyxia, Pressure to the Neck, Prone Holds or

Restraints, Supine holds or Restraints, Seated Holds, Standing Holds, or Extreme Exertion. Staff are aware of these and are continually observant for any danger signs.

Danger signs: Struggling to breathe, complaining of being unable to breathe, evidence of feeling sick or vomiting, swelling or redness of the face and neck.

In these cases, any RPI would be released or modified and medical help called.

If a student displays extremely aggressive behaviour then staff will risk assess the situation, move all other students from the vicinity, where possible remove objects which he/ she could hurt themselves with and withdraw from the space, whilst keeping close observation of the student. Students who may be affected, have been identified and the agreed procedures have been written on to the student's PHP. Parents will be called and if necessary, the police will be informed.

The staff members will follow the individual student's Positive Handling Plan to de-escalate the situation. In addition to this, behaviour is addressed weekly in the SLT meeting.

In an emergency, staff do their best, using reasonable force within their duty of care.

## **8. Use of quiet rooms and areas**

The use of quiet or isolation rooms/areas may be used as a short-term measure in order to defuse a situation and reduce or remove the need for reasonable force. Where a pupil's behaviour warrants removal from a classroom or incident the pupil should not, other than in the most exceptional circumstances, be locked in a room.

The Courts may consider it an offence/breach of a child's human rights to lock a child

in a room except in an emergency when, for example, the use of a locked room is a temporary measure while seeking assistance. In such a circumstance the child should always be supervised by an adult. Placing pupils in a room which they cannot leave of their own volition should not be used as a punishment in any instances.

If a pupil goes with a staff member to a quiet room away from an incident, the staff member must remain with the pupil in the quiet room or area until such time as the pupil is calm and orderly. Depending on the circumstances, it may be more beneficial for pupils to be accompanied by a staff member who is well known to them. Once the

pupil is calm and safe, the staff member may leave the pupil unaccompanied, although not unmonitored, in the room but the door must not be locked.

All quiet rooms or areas must have sufficient daylight, good quality air circulation access and exit points and not be within a confined space that could cause the pupil to feel trapped or scared and therefore increase any anxiety, aggression or violence which may have been evident in the original incident.

The use of quiet rooms should also be consistent with the school's policies on safeguarding and health and safety. Proper records must be maintained of the use of such rooms and any form of physical restraint that has been employed.

At Ysgol Ty Coch Special School the main aim is for the students to gain self-control in a minimum handling way. Although all staff are trained in Team Teach, any RPI is a last resort. Plans are robust to ensure that the de-escalation of a situation is paramount.

## **9. Recording and reporting**

All behaviour Incidents are recorded on the Ysgol Ty Coch Special School Grid (see Appendix 1a)

Staff record any use of restrictive physical intervention within the Team Teach bound book, which is kept in the deputy head teachers' office. Staff record the incidents as soon as possible and in any event within 24 hours of the incident. A copy of the incident form (see Appendix 3) must be completed and sent to the Behaviour Support Service (LA) via the portal within six days of the incident.

According to the nature of the incident staff may also note it in other records such as:

- the injury forms,
- violent incident records
- or the child's tracking sheets which are kept e.g. ABC charts or MAS assessments.

The governing body ensures that procedures are in place for the recording of significant incidents and the reporting of these incidents to pupil's parents as soon as possible.

After using restrictive physical intervention, staff ensure that the deputy headteacher and department leader are informed as soon as possible. The SLT are also informed. The incident form is given to the deputy headteacher within twenty-four hours. Staff also inform EACH parent by phone that same day (or by letter or note home with the child if this is not possible). This telephone call is to be followed by confirming the details in writing and consideration given to whether there needs to be further actions such as updating a PHP, having an MDT.

### **10. Supporting and reviewing**

Staff recognise that it is distressing to be involved in a physical intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened. After a restrictive physical intervention, staff give support to the child so that they can understand why it was necessary. Where staff can, they record how the child felt about this. Where it is appropriate, staff have the same sort of conversations with other children who observed what happened. In all cases, staff will wait until the child has calmed down enough to be able to talk productively and learn from this conversation.

If necessary, the child will be asked whether he or she has been injured so that appropriate first aid can be given. This also gives the child an opportunity to say whether anything inappropriate has happened in connection with the incident.

Support is also given to adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team.

A key aim of the schools after-incident support is to repair any potential strain, to the relationship, between the child and the people that were involved in the RPI.

After the use of RPI, staff consider whether the individual behaviour plan needs to be reviewed so that they can reduce the risk of needing to use the RPI procedure again.

## **11. Monitoring**

Staff monitor the use of RPI in the school. The deputy headteacher is responsible for reviewing incidents.

A number of governors have attended the two days Team Teach course. There is a governor behaviour forum that meets termly with the deputy headteacher to discuss the data for the RPI's at the school as part of the Quality of Life meetings. The information is also used by the governing body when this policy and related policies are reviewed. Training is also given at this time regarding PHPs. Governors review and sign any incident forms and the incident book. If an RPI has occurred then as part of the policy and procedures the link governor is informed on the day of the incident.

The analysis considers equality issues such as age, gender, disability, culture and religion in order to make sure that there is no potential discrimination. Staff also consider potential safeguarding issues and look for any trends in the use of RPI, across different staff members and different times of day or settings.

The aim is to protect children, to avoid discrimination and to develop the ability to meet the needs of children without using RPI. Staff report this analysis back to the governing body so that appropriate further action can be taken and monitored. This information is also sent to the LA.

## **12. Concerns and complaints**

The use of RPI is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use.

If a child or parent/carer has a concern about the way restrictive physical intervention has been used, the school's complaints procedure explains how to take the matter further. A copy of the Complaints Procedure (full and/or summary version) is available from the school and on the school's website.

In particular a child might complain about the use of RPI in the heat of the moment but, on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of restrictive physical intervention was inappropriate. Staff are therefore careful to ensure that all children have a chance to review the incident after they have calmed down.

Where there is an allegation of assault or abusive behaviour, staff ensure that the head teacher is immediately informed. In the absence of the head teacher, in relation to RPI, staff ensure that the deputy head teacher is informed. Staff also follow the Safeguarding Procedures.

The presence of a mark or bruise does not necessarily imply that excessive force has been used. Equally, the absence of a mark or bruise does not necessarily imply that excessive force has *not* been used

There are procedures in place at each of these stages for any complaints/concerns to be addressed, by staff at the school, and the outcome made known to parents and carers.

If parents/carers are not satisfied with the way that their concern/complaint has been handled, at school level, they have the right to take the matter further as set out in the complaints procedure.

If the concern, complaint or allegation concerns the head teacher, the Chairperson of the schools governing body is informed. Complaints/their outcomes are monitored by the Chairperson of the schools governing body.

### **13. Staff Training**

All staff at Ysgol Ty Coch Special School, including agency staff, are trained in the use of Team Teach.

Team Teach is recognised by the Local Authority as having 95% de-escalation and 5% physical intervention. There may be times when Team Teach physical intervention is not suitable for a student.

Team Teach is an accredited course for the use of RPI and following advice given from the Local Authority. Details of the training are on the Ysgol Ty Coch Special School Team Teach database, which is managed by Julia Render, Deputy Headteacher.

This course is updated every two years. There are opportunities for staff to undertake regular refresher sessions with the school teams during the year (in line with the pupils Positive Handling Plans). There are four Team Teach trainers within the school (listed on page one of this policy) who review and monitor behaviour and practice. All members of the SLT are trained in Team Teach and two members of the SLT are trainers. The employer and managers are responsible for ensuring that staff training is kept up to date.

Where an individual child has an individual positive behaviour management plan, which includes the use of RPI, staff receive appropriate training and support in behaviour management as well as RPI.

A risk reduction strategy is in place to ensure that new members of staff are supported should they find that they need to apply RPI. To this end a number of experienced staff, who are trained in the use of Team Teach and know the pupils well, will be accessible in close proximity to new members of staff. Support is given to the new staff in de-escalation and distraction.

#### **14. Reviewing this policy**

This policy was first produced in October 2013. It was reviewed in:

- October 2014
- October 2015
- October 2016
- October 2017
- October 2018
- October 2019
- October 2020

- October 2021
- October 2022

### **Pupil Voice**

The term 'pupil voice' refers to ways of listening to the views of pupils and/or involving them in decision – making. Within Ysgol Ty Coch Special School we promote the use of modified and adapted devices/utilisation of communication channels appropriate to specific and individual learners to ensure all pupils are provided with the opportunity to express opinions / communicate.

### **Equality**

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture.

All staff at Ysgol Ty Coch Special School take account of each pupil's learning styles/needs and their development and wellbeing; and how these are affected by a range of social, religious, ethnic, gender, cultural and linguistic differences.

Pupils identified as Children who are Looked After (CLA), More Able and Talented (MAT) and those on the child protection register are supported in line with their particular needs to afford them equal access to the curriculum.

### **Health and Safety**

The school follows the recommendations of the Local Authority's and schools governing body's Health and Safety Policies. Staff accept the responsibility to plan safe experiences / activities in relation to following positive behaviour management using appropriate communication channels to match the cognitive level of each individual. The level of adult supervision and support to the degree of risk is in accordance with manual handling procedures. Any specific issues relating to Health and Safety that require immediate attention must be brought to the attention of the Head teacher or Safeguarding team.

## **Safeguarding**

Safeguarding of pupils is of paramount importance. The school understands its duty to keep learners safe and adheres to the PREVENT agenda and broader safeguarding guidelines. Regular and well-planned lessons are taught in e-safety and Relationship and Sexuality Education to ensure our pupils are given the very best advice on how to keep themselves safe.

## **Staff Development**

Staff will have access to in-service training as and when appropriate. This is in accordance with the school's policy for staff development. Any new developments in Positive Behaviour Management / Restrictive Physical Intervention/Safeguarding awareness will be disseminated by the Behaviour/ Team Teach Trainers/Safeguarding Coordinator throughout the year. There are five Team Teach trainers in school who are reaccredited every 12 months. All staff are trained in Team Teach 12 hour course and have refresher courses every 24 months.

## **Role of the Head teacher**

- To discuss future developments for Restrictive Physical Intervention/ Behaviour Management with the Behaviour Coordinator/ Team Teach trainers/ Safeguarding officer.
- To help motivate staff to create a positive and stimulating learning environment.
- To support and encourage other professionals to develop their levels of understanding of all aspects supporting the emotional needs of learners.
- To ensure budget provision for current resources and materials.
- Team Teach training is a priority for the school budget and training is provided for all staff every 24 months

## **Linked Policies**

- Safeguarding Policy
- Manual Handling Policy
- Positive behaviour Management Policy
- Teaching and Learning Policy
- School Council Constitution Pupil Voice
- Anti-Bullying Policy
- Relationship Policy

### References

WG Reducing Restrictive Practices Framework 2021 WG42973 Digital ISBN: 978-1-80195-650-5.

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Appendix 1a: Behaviour Incidents Chart		Challenging Behaviour	
Non recordable	Level 1 Recordable	Level 2 - Significant	Level 3 - Critical
<ul style="list-style-type: none"> <li>Least serious incidents where there are no injuries and no physical intervention needed</li> </ul>	<ul style="list-style-type: none"> <li>Record of incident to understand behaviour patterns</li> <li>Caring C's support as per TEAM TEACH</li> <li>Non-restrictive intervention-guides</li> <li>NO injuries or distress to pupils or staff</li> </ul>	<ul style="list-style-type: none"> <li>Restrictive Physical Intervention as per PHP (TEAM TEACH)</li> <li>Directed withdrawal as per TEAM TEACH</li> <li>Distress to staff and/ or pupils</li> <li>Need to explain actions</li> <li>In depth record needed to analyse the incident</li> </ul>	<ul style="list-style-type: none"> <li>Restrictive Physical Intervention outside of PHP (TEAM TEACH)</li> <li>Extended time in RPI</li> <li>Use of Directed withdrawal outside of PHP</li> <li>Very high levels of stress to staff and/ or pupils</li> <li>Unusual circumstances e.g whilst off school grounds</li> <li>In depth record needed to analyse the incident</li> </ul>
<ul style="list-style-type: none"> <li>No record necessary</li> </ul>	<ul style="list-style-type: none"> <li>Record detail of event on Behaviour Watch</li> </ul>	<ul style="list-style-type: none"> <li>Record detail of event on Behaviour Watch</li> <li>Ensure SLT is made aware</li> <li>Collaborative debrief with notes taken from all perspectives</li> <li>Deputy Head (Julia Render) to collect details of incidents of RPI</li> <li>Record in Team Teach book if necessary</li> <li>Complete necessary RCT forms: Injury, Violence at work, S Serious Incident Form (upload to Portal within 7 days in RPI occurred)</li> <li>Inform Vice Chair of Govs if RPI has occurred</li> </ul>	<ul style="list-style-type: none"> <li>SLT contacted immediately</li> <li>Record detail of event on Behaviour Watch</li> <li>Collaborative debrief with notes taken from all perspectives</li> <li>Debrief with SLT</li> <li>Deputy Head (Julia Render) to collect details of incidents of RPI</li> <li>Record in Team Teach book</li> <li>Complete necessary RCT forms: Injury, Violence at work, Serious Incident Form (upload to Portal within 7 days in RPI occurred)</li> <li>Inform Vice Chair of Govs of RPI</li> </ul>

		<ul style="list-style-type: none"> <li>• Inform parents and log call</li> <li>• Inform nurse if appropriate</li> <li>• Inform MDT/ social worker if appropriate</li> <li>• Review PHP</li> <li>• Functional Behavioural Analysis/ Mass</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parents and log call</li> <li>• Inform nurse- medical checks to be offered for staff/ pupil</li> <li>• Inform MDT/ social worker if appropriate</li> <li>• Review PHP</li> <li>• Behaviour meeting to discuss way forward/ plan</li> </ul>
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**All concerns should be discussed with the class teacher on the day.  
Serious concerns should be reported to the SLT without delay**

<b>Triggers</b>	<b>Behaviours</b>	<b>Plan</b>
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Pupil Name:.....

Class:.....

Date of Plan:.....



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**Teacher Signature:**  
Date:  
**Headteacher Signature:**  
Date:  
**Teacher Signature:**  
Date:

**Review, Repair, Reflect**

<b>School name:</b>	Ysgol Ty Coch	<b>Name of pupil:</b>		<b>Date of birth:</b>	
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<b>Identification of Risk</b>	
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Is the risk potential or actual? (Has there already been an incident?)	
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List who is affected by the risk	
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<b>Assessment of Risk</b>	
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In which situations does the risk usually occur?	
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How likely it is that the risk will arise?	
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If the risk arises, who is likely to be injured or hurt?	
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What kinds of injuries or harm are likely to occur?	
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How serious are the adverse outcomes?	
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<b>Assessment completed by:</b>					
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<b>Name:</b>		<b>Designation:</b>		<b>Signature:</b>		<b>Date:</b>	
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## Serious Incident Report & Record



## Restrictive Physical Intervention

In cases of Restrictive Physical Intervention  
**within 1 week of the restraint** return the form

please complete all sections and,  
to:

Lorna Bryant, Administrative Officer, Access and Inclusion, Ty Trevithick, Abercynon, Mountain Ash CF45 4UQ.

**Mae'r ddogfen yma ar gael yn y Gymraeg / This document is available in Welsh.**

<b>Serious Incident Report No</b>				<b>Date</b>													
<b>Name of pupil</b>																	
<b>Date of Birth</b>				<b>NC Year</b>													
<b>School</b>																	
<b>Provision</b> e.g. mainstream/specialist provision (If specialist – clarify type of provision)																	
<b>Location of incident</b>																	
<b>Full names and roles of staff involved:</b>																	
<b>Start/finish time of incident (hour : mins)</b>		<b>Duration of any <u>Restraint</u></b>		<b>Any injuries during Restraint</b>		<b>Medical check</b>		<b>Incident reviewed with young person</b>									
Start	Finish	minutes	Other		Offered		Offered										
			Pupil		Accepted		Accepted										
			None		Refused		Refused										
<b>Nature of Incident</b>				<b>Supporting records completed</b>													
Absconding						Incident book											
Serious disruption						Accident report											
Damage to property						Medical report											
Assault/injury to person						RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences)											
Criminal offence						Formal statement											
<b>Environment and triggers:</b>																	
Describe what was happening prior to the incident:																	
<b>Risk assessment (who was at risk and at what level)</b>																	
<b>Himself/herself</b>		<b>high/medium/low/n one</b>		<b>Adult(s)</b>		<b>high/medium/low/n one</b>		<b>Other pupil(s)</b>		<b>high/medium/low/n one</b>							
<b>Tick and/or describe precisely what the risk was:</b>																	
Verbal Abuse						Slap						Hair grab					
Bite						Pinch						Clothing grab					
Kick						Spit						Neck grab					

Punch		Body holds		Arm grab	
Throwing Objects		Weapon		Other	
Other:					

Description of the incident			
Does the pupil have a Positive Handling Plan?		Yes / No	
If yes, when did the plan start		Date	
Diversion, distraction and de-escalation attempted			
Verbal advice and support		Distraction	
Firm clear directions		Diversion	
Negotiation		Reassurance	
Limited choices		Planned ignoring	
Reassuring touch		Withdrawal (offered)	
Calm talk		Withdrawal (directed)	
Time out		Change of adult during incident	
Success reminders		Humour	
Reminders of consequences		Other	
Team-Teach Restrictive Physical Intervention strategies used			
Small person escort		T wrap	
Friendly hold		T wrap to seating	
Single elbow (two person)		Pupil supported/facilitated safely to floor	
Single elbow (two person) to seating		Other	
Describe other Restrictive Physical Intervention strategies used			
Details and date(s) of Team Teach training or other BILD accredited training received by member(s) of staff involved			
Name	Training	Date	
Learning points (update/ set out new PHP accordingly)			
Was there a post-incident meeting with parents?		Yes / No	
If yes, what was the date of the meeting?		Date	

<b>Was there a post-incident meeting with the pupil?</b>	<b>Yes / No</b>		
<b>If yes, what was the date of the meeting?</b>	<b>Date</b>		
<b>Has the Positive Handling Plan been updated</b>	<b>Yes / No</b>		
<b>If yes, what was the date of the update?</b>	<b>Date</b>		
<b>Is there a multi-agency meeting needed?</b>	<b>Yes / No</b>		
<b>If yes, what is the date of the meeting?</b>	<b>Date</b>		
<b>External agencies informed</b>			
Parent/ carer		Medical staff	
Placing authority		EPS	
TAF		BST	
CP referral		YOS	
Social worker		Police	
<b>Pupil's account of incident and discussion (written with staff member with whom the child has a good relationship)</b>			
<b>Staff member</b>		<b>Date</b>	
<b>Signatures are required from the person completing the report and all other persons involved / witness</b>			
<b>Name of person completing report</b>		<b>Designation</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature of other person involved</b>		<b>Date</b>	
<b>Signature of other person involved</b>		<b>Date</b>	
<b>Signature of other person involved</b>		<b>Date</b>	
<b>Signature of other person involved</b>		<b>Date</b>	
<b>Signature of other person involved</b>		<b>Date</b>	
<b>Signature of other person involved</b>		<b>Date</b>	

**This form will only be accepted if countersigned by the Headteacher**

<b>Signature</b>		<b>Date</b>	
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It is suggested that central record of all SIR/RPIs should be held centrally by schools in an incident book and copy of form to be placed in learner's individual record.

**Only send copy to Access and Inclusion if the pupil is held.**

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**For Office Use Only**

<b>Date received by Access and Inclusion</b>	
<b>Signature SEN Coordinator Behaviour</b>	
<b>Was the school contacted?</b>	<b>Yes / No</b>
<b>Is further action required?</b>	<b>Yes / No</b>
<b>If yes, give details</b>	
<b>Date forwarded to Access and Inclusion</b>	
<b>Date Processed</b>	