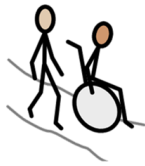


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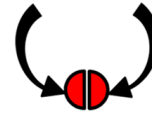
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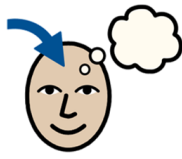
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RESTRICTIVE PHYSICAL INTERVENTION POLICY



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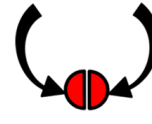
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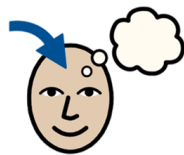
Restrictive Physical Intervention Policy

Introduction

Ysgol Maes y Coed caters for the needs of pupils with Profound and Multiple learning difficulties and Complex Needs between the ages of 2 and 19.

Ysgol Maes y Coed caters for the needs of pupils with Profound and Multiple Learning Difficulties and Complex Needs, between the ages of 2 and 19. The school also caters for the needs of pupils on the Autistic Spectrum who have Profound Learning Difficulties. There is a significant need for de-escalation, promotion of communication skills and at times, physical intervention in order to support our pupils and keep them and others safe. The emphasis will always be on developing pupils' own abilities to communicate, self regulate and manage their behaviour.

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



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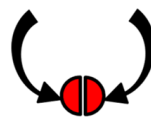
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Restrictive Physical Intervention

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

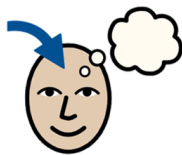
- **Restrict movement ☐**
- **Restrict mobility ☐**
- **Disengage from dangerous or harmful physical contact**

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**.



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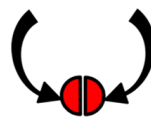
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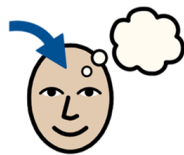
Schools can use reasonable force to:

- 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
- Prevent damage to property and/ or use of furniture and resources to hurt themselves.

Secure knowledge of the individual pupils often means that de-escalation strategies are effective and meet the needs of our pupils in order to reduce outbursts. On occasions when de-escalation techniques have failed, or the pupils are already in crisis, the use of Restrictive Physical Intervention (RPI) may be required to safely and appropriately manage a situation.

RPI should only be

- Used in the best interests of the pupil
- The minimum force for the shortest time
- Designed to Prevent injury, pain and distress ☐
- Maintain dignity ☐
- Reasonable and proportionate ☐
- All actions should be necessary



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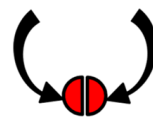
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Restrictive Physical Intervention must only be used when it is required to prevent a pupil: ☐

- 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

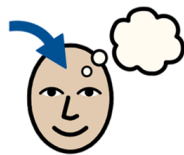
Restrictive Physical Intervention (RPI) must not be used:

- 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

Dynamic risk assessments must be employed by staff to evaluate the need for intervention versus therapeutic inputs such as deep pressure, breathing techniques or simply addressing a basic need such as toileting.

Staff will need to decide if control is appropriate in each situation, and if it is, at what level. Each pupil will have different needs at various points in the day and as such It is not considered appropriate to adopt a blanket approach to the use of Restrictive Physical Intervention. Staff will need to take the following factors into consideration:

- The behaviour of the pupil ☐
- The sensory / communication and physical needs of the pupil
- The level of understanding of the pupil. ☐
- Their known wishes, feelings and emotional state
- The personal history; any events that may be causing the pupil anxiety ☐
- The time of day (hunger, thirst, energy levels, distractions and smells?)



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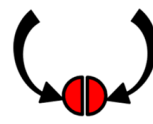
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- What led to the situation (the antecedent)
- The context and environment of the behaviour

Communication

It is important for staff to recognise that the communication skills of the pupils reduce when they are in states of heightened anxiety.

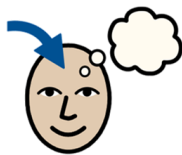
- A pupil that doesn't normally require visual aids might need them in order to understand what you desire.
- Additionally, physical stances should be relaxed and unthreatening in order to de-escalate. Pupils might only take on 10% of what you say so what you look like / gesture is important.
- Spoken words should be pithy (specific, easy language in a clear calm tone) and directing what is desired rather than focussing on the negative behaviour.
- Processing time is very important

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.

There may be occasions, where staff consider the pupil to be at risk of serious self injury; 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.

Under extreme circumstances, where pupils are at significant risk of damaging themselves or others staff may temporarily restrict access through a door (this includes holding **but not locking** a withdrawal room door). However, in these circumstances



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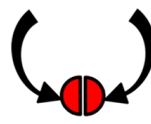
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- The restriction should be for the minimum time possible
- The pupil must be monitored at all times
- The staff member must have the ability to open the door in an emergency.

Seclusion

Seclusion describes the forcible confinement and segregation of a pupil from their peers in situations that are unsupervised by staff. **Seclusion is not acceptable or permitted in Ysgol Maes y Coed.**

Staffing

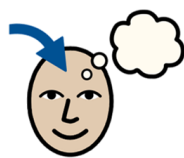
All pupils taught in small groups with high levels of staffing. Some pupils with more significant needs are taught in a 1:1 environment. As such staffing is fluid throughout the building and staff should have an expectation that they may be asked to move to another class at short notice.

Staff should adhere to the following guidelines

Only staff that have undertaken the school based training programmes in 'Team Teach' methods of Restrictive Physical Intervention (RPI) and have valid confirmation of their approval to do so from the Head teacher are permitted to physically control pupils.

Only those techniques of the 'Team Teach' approach can be employed. Untrained staff may be utilised to call for help or assist with pupils not involved in the situation. Help buttons are located in each classroom and specialist area and once pulled will call for assistance.

- Stay calm and use constant distraction techniques. If you are losing control a change of face should be considered
- Pupils should be constantly monitored, and techniques adjusted in response to the severity of the situation.
- Where possible, more than one member of staff involved.



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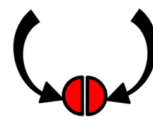
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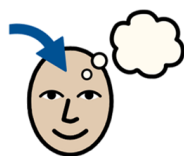
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- Best interests of the child and Health and Safety issues are the main drivers for staff actions in this area.
- IN EVERY CASE, no more than the reasonable amount of force, with the maximum amount of care for the minimum amount of time should be used to keep safe. No more time taken, than is necessary to effectively resolve the situation □
- The pupil should be reassured and supported to self regulate their behaviour.
- The skilled use of non-verbal; para verbal (how you speak) and verbal strategies aid de-escalation. □
- Post incident discussion can be difficult for the majority of our pupils. It is important that grudges are not held and that the atmosphere remains positive and calm post incident.

ALL INCIDENTS CONCERNING RESTRICTIVE PHYSICAL INTERVENTION (RPI) that are more significant, display a new behaviour not included on the Behaviour support plan or cause injury should be recorded on the serious incident form. 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. All other incidents should be recorded on SIMS and sent to the Deputy Head Teacher.

Options of Physical Intervention

Standing holds	<p>Important to recognise where the pupil will be safest and most likely to calm down and the safest way to travel to the safe space.</p> <p>It is more appropriate to move other pupils?</p> <p>If holding monitor constantly for breathing. Elevated breathing risks with double elbow.</p>	<p>Positional Asphyxia</p> <p>The fact that a person can complain does not mean that they can breathe There is a common misconception that, if an individual can talk, they are able to breathe. This is not the case. Only a small amount of air is required to generate sound in the</p>
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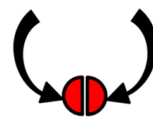
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Seated holds	Elevated risks for seated positions. Only use one or two-person single elbow / help hug Consider releasing hold once sitting	<p>voice box. A much larger volume is required to maintain adequate oxygen levels around the body, particularly over the course of several minutes during a restraint. A person dying of positional asphyxia may well be able to talk until they collapse. Signs include</p> <ul style="list-style-type: none"> • Blood spots on neck • Feeling sick/ vomiting • Blue lips • Becoming limp or unresponsive <p>Immediate release should be actioned and first aid sought.</p>
Ground holds	Supporting the pupil on the floor is considered an elevated risk. Is it safe to allow the pupil to be there unheld? Lifting a pupil from the floor in a hold causes potential for harm to staff. Consider use of ground sheets if risk of danger.	
Prone/ supine holds (face down/ lying on back)	Not allowed in YMC	

Information regarding Restrictive Physical Intervention (RPI) used with pupils will frequently be discussed amongst staff. This information will be used to positively amend practice and intervention strategies, risk assessments etc.

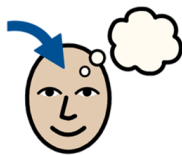
Monitoring

The SLT 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 (where appropriate)

They must ensure that: ☐

- The need to use Restrictive Physical Interventions are minimised ☐



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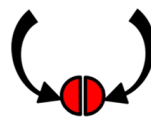
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- Restrictive Physical Interventions are used only in the appropriate circumstances
- A summary report on the use of Restrictive Physical Interventions to the school's Governing Body ☐
- Take appropriate action over issues of concern of either a generic or specific nature ☐
- Report all serious incidents where RPI has been used to the LEA monitoring group.

Recording, Reporting and Monitoring

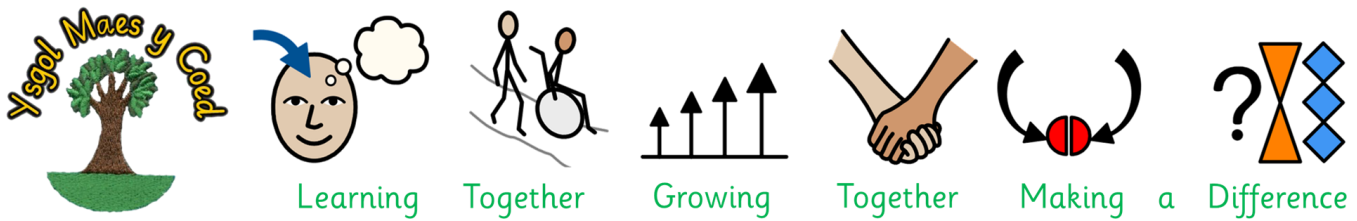
Team Teach strongly recommends that all services should keep records / copies of incidents of restraint, for a **minimum period of 75 years from the birth of the child.**

All incidents are reported on SIMS. These are monitored by the SLT. Incidents that involve anything not on a current behaviour plan, have increased in intensity or severity or where someone was injured must be reported on SIMS but also on a serious incident form. Serious incident forms and current Behaviour Support Plans are sent to the LEA for monitoring on a monthly basis.

It is the responsibility of staff involved in an incident to complete a Serious Incident Report Form (SIR) before the end of the day where possible and in no more than a 24 hour period. The SIR form is comprehensive and staff should ensure that they complete all relevant sections thoroughly and accurately, checking details with all colleagues involved in the incident. Parents / carers should also be notified that the child has been involved in Restrictive Physical Intervention (RPI) resulting in a SIR. Upon completion, this form should be handed in to the Head teacher/ SLT

Search for weapons and other prohibited items

Reasonable force may be used to search pupils without their consent for weapons (WAG guidelines 2006). This power of search may be exercised by



Head teachers and staff authorised by them, where they have reasonable grounds for suspecting that a pupil has a weapon. From September 2010, the power to search pupils without their consent was extended to include alcohol, illegal drugs and stolen property.

LEA guidance, however, recommends that school staff should call the police if they suspect a pupil has any weapons or substances on them.

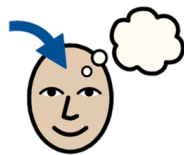
Pupil Complaints / Suspension

(*See also freestanding 'Complaints policy and Grievance policy') 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 member of staff. If a decision is taken to suspend a member of staff, the school should ensure that the member of staff 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 and local authorities 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.

TEAM TEACH

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.

Team-Teach is governed by the British Institute of conflict management



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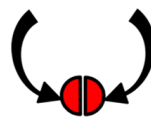
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The Team-Teach approach will: ☐

- 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 a 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 ☐

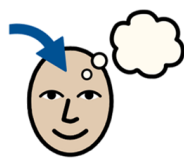
- To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the workplace.
- To develop positive handling skills in behaviour management, including: verbal and nonverbal communication, diversion, de-escalation and safe, effective, humane physical interventions.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

Team Teach Protocols

The Team Teach instruction is comprehensive and staff that are unsure about approaches, de-escalation, protocols, techniques or holds should seek clarification. The following is a brief outline of some of the main principles:



- 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.



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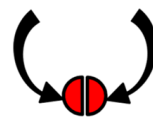
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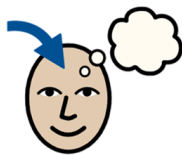
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- Staff should always be aware of their own safety. Only in exceptional circumstances should staff use Restrictive Physical Intervention (RPI)s without another member of staff being present to support ☐
- Remember to use the HELP protocols for both pupils and staff ☐
- It is always easier if one member of staff takes the lead and directs events. Staff should remain calm and composed.
- With two staff present, take one arm each. Always be aware of kicks, punches, knees, head butts, spitting, bites etc. ☐
- Use caring C's to support arms. ☐
- Keep close contact with pupil, with 'no daylight' between you
- Maintain only the pressure that is required to keep safe ☐
- Communicate with each other and the pupil ☐
- If sitting in an upright chair keep well to the side and slightly behind the pupil ☐
- The event should be discussed with all involved staff, so that positive feedback is given, and the potential for improved approach, teamwork and skills is achieved. ☐
- Techniques allow for verbal and non verbal supportive 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 breakaway 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 deescalate 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 techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional



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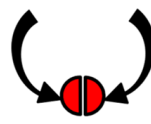
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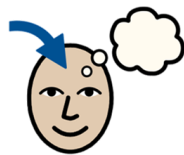
technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe.

At YMC staff are trained in Level 2 Team Teach techniques to safeguard Children and employ strategies to increase their ability to self regulate. Whilst they are designed to minimise risk of harm, we cannot guarantee that injuries will not occur. Potential Injuries that may occur are attached to the end of the document.

Entitlements and Requirements.

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

- A 12 hour basic accredited Team Teach training course that will be updated with a 6 hour refresher every 24 months.
- 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 behaviour support plan



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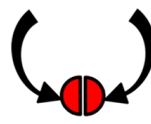
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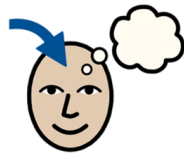
Where an agency member of staff is employed within the school for a minimum period of 1 year, they may also be trained by Team Teach instructors from the school where evidence of the contract can be made available to Team Teach. (The school nurse would fall into this category)

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 Support plan.

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 / carer of the pupil as soon as practicable after the incident. ☐
- If it is likely that reporting an incident to a parent / carer 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.



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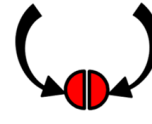
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Intermediate Team Teach Trainers at Ysgol Maes y Coed

Ali Rodenburg

Louissa Golding

Kelly Stokes

Kieran Garland

Emily Ward

Reviewed Jan 2023

Review Date Jan 2024

Reviewed _____

Reviewed _____