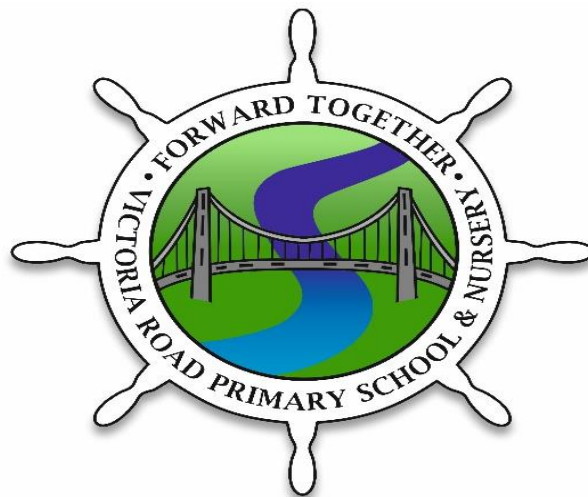




Restrictive Physical Intervention Policy

Victoria Road Primary and Nursery School



Approved by: LAT Trust Board of Directors **Date:** October 2022

Last reviewed on: October 2022

Next review due by: October 2024

Policy Rationale and Philosophy

Learning Academies Trust is committed to providing the best care, welfare, safety, and security (CPI) for its pupils as well as a curriculum that meets their varying educational needs. In order to enable pupils and staff to work in a safe and positive environment, at all times, it has been necessary to construct this policy to manage pupils who sometimes display challenging behaviour that poses a risk of harm to themselves or others. Any form of restrictive physical intervention is only carried out by trained staff teams, as a last resort when an individual is completely out of physical and emotional control or about to reach that point, when they become a danger to themselves or others. This is carried out in a planned way using the least physical restriction possible. As a Trust we use the Pivotal Safety Intervention, CPI training programme and believe in the principles that underpin this approach to supporting pupil's behaviour.

1. The Prevention of Violent Behaviour

All staff are encouraged to look for early warning signs. The management of challenging behaviour is based on the Crisis Prevention Institute's 'Crisis Development Model'.

When anxiety behaviours are displayed, a non-judgmental, empathic, supportive approach is used.

If the pupil displays defensive behaviours like swearing, shouting, or screaming, staff issue a directive. Limits are set which present the pupil with choices and consequences.

The emphasis is on verbal de-escalation throughout. Principles of 'Positive Behaviour Support', which involve the assessment and re-engineering of the environment, the teaching of new skills and the development of supportive staff responses are applied and recorded. It is through the understanding and use of the Crisis Development Model that staff can appropriately match their response to the presenting behaviour of the pupil.

2. Promoting the Pupil's Well-being

- Learning Academies Trust acknowledges the inherent risks associated with use of any physical intervention.
- Such interventions would only be used as a last resort, when all attempts at verbal de-escalation, have been unsuccessful and the situation has become dangerous or potentially dangerous.
- Priority is given to factors that make the process as safe as possible for everyone involved, particularly the pupil needing the physical intervention.
- Age-appropriate physical intervention are always to be used.
- The dignity of the individual must be preserved throughout the intervention.
- Physical interventions are never used to punish but to help a pupil regain emotional and physical control.

- Physical interventions are intended to be pain free.
- Physical interventions are never used as a convenience for staff.
- The least restrictive physical intervention should be used for the least amount of time necessary.
- Verbal de-escalation should continue to be applied during a restrictive physical intervention.

3. The Use of Physical Intervention

- At Learning Academies Trust we use the Pivotal Safety Intervention (Management of Actual and Potential Aggression) training programme.
- Staff members must not use physical intervention techniques for which they have not been trained and authorised by Learning Academies Trust and will be subject to disciplinary action if they do so.
- Physical interventions that compromise safety or impair the individual's ability to breathe should not be used.
- During the intervention staff must closely monitor the well-being of the individual, knowing how to spot the signs of a medical emergency and what to do should it occur (refer to First Aid guidelines)
- Should a Medical Emergency occur the hold must stop immediately
- Following the use of a physical intervention the individual should be assessed for injury or psychological distress and monitored by staff and parents for 24 hours.
- Following a physical intervention a 'Restorative Conversation' should always take place between pupil and staff member at an appropriate time.
- Parents/carers of the recipient of a physical intervention must be informed of what has taken place and the reason for the intervention.
- If a member of staff is attacked by a pupil or must come to the aid of another pupil or member of staff, who is being attacked by an individual, he/she is authorised to use the CPI Personal Safety Techniques listed below, for which he/she has been trained and which are disengagements:

Block and Move

Hold and stabilise

Pull Push release

Leaver

The restrictive physical interventions listed below can be used if a pupil has lost or is very close to losing emotional and physical control and is at risk of causing injury to

themselves and others or seriously damaging property. They can also be used to prevent a pupil from leaving a safe area, within the premises, and running out into the community.

CPI Safety Intervention Hold for Early Years

To be used with children who are nursery or reception children by one member of staff and with another member of staff present

CPI Safety Intervention Holds (seating and standing) for Young People

To be used with individuals of any age to hold them for a short period whilst they calm down and regain rationality. Holds take place by two members of staff with an observing member of staff where possible.

4. A Team Approach

- A physical intervention should not normally take place when a staff member does not have the support of another colleague.
- The first person on the scene will naturally assume the role of Team Leader but when other members of the team arrive he/she can pass on that responsibility to a more competent and confident colleague or to a team member who has a particularly good relationship with the pupil in question.
- Only one member of staff should talk to the pupil during the physical intervention 'one voice'
- When a hold is performed there should, where possible, be an observing member of staff who is not involved in the physical intervention
- If the team leader feels, after consultation with a senior manager (if possible) that the situation is too difficult to control by staff the Police should be called.

5. Crisis Intervention Training for Staff

- Learning Academies Trust places high value on staff training in the prevention of and intervention in crisis situations. Intervention Teams will be trained and monitored by a CPI accredited instructor.
- After Intervention Team staff training, refresher training will take place annually.
- Rehearsals and drills will take place throughout the year as well as access to problem solving sessions available to staff by LAT Safety Intervention trainers.
- Teachers and TAs who form the intervention teams will have their training schedule monitored by the Trust Safety Intervention trainers.

6. Documenting Critical Incidents

- All incidents requiring a safety intervention will be recorded and documented on the Sharepoint system. Each trust school has their own designated area for recording incidents. Incidents are also recorded on CPOMS.
- Any injuries acquired by pupils or staff must be recorded on the safety intervention form.
- Incident reports should be completed as soon as possible after the incident has taken place and no longer than 24 hours later if all witness statements have been taken.
- Incident reports will be monitored by the Head Teacher or Head of School for each school in the LAT. Head Teachers or Head of Schools must sign off all incidents in order to quality assure this process.
- The LAT Safety Intervention team will access the report and sign this off once the record has been completed. They will provide feedback and points of reflection where applicable.

7. Crisis Intervention and Follow-up Accountability

- A senior member of staff will inform the pupil's parents/carers of what has taken place.
- Steps will be taken to ensure that the incident is followed up with the pupil and behaviour support strategies will be put in place to try to prevent repeat incidents. Every attempt will be made to re-establish communication and to find alternative behaviours for the future.
- Staff members will debrief after the incident in order to examine different perspectives and evaluate the strategies implemented. This could affect future verbal de-escalation strategies, physical interventions and initiate adjustments to policies and procedures.
- The needs of pupils who may have witnessed a physical intervention will not be forgotten. A member of staff will ensure that closure is brought to the incident for these pupils.

8. Physical Intervention Plans

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of physical intervention the Intervention Team will plan how to respond should the situation arise. Such planning will be documented and address:

- Strategies to be used prior to intervention
- Ways of avoiding triggers if these are known
- Involvement of parents to ensure that they are clear about the specific action the school may need to take
- Briefing of staff to ensure they know exactly what action they should be taking
- Identification of additional support
- The school's duty of care to all pupils and staff

9. Complaints and Allegations

If a child and or his/her parents wish to make a complaint about restrictive physical intervention used by a member of staff, they can complain to the Headteacher in the first instance. If the Headteacher is the subject of the complaint they can complain to the CEO. The Headteacher will seek advice from HR and the matter will be investigated under the relevant disciplinary procedure. Complaints will be dealt with in line with the Trust's complaints policy.

10. Monitoring arrangements

This policy will be approved by the Trust Board of Directors and implementation will be overseen by the Local Governing Body. This policy will be reviewed every 3 years.