

The Federated Schools of
Wood Street Infant School
&
Worplesdon Primary School



Positive Touch and the use of
Restrictive Physical Intervention
Policy

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Positive Touch and the use of Restrictive Physical Intervention Policy

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Philosophy

At the federated schools of Worplesdon Primary school (WPS) and Woodstreet Infant school (WSI) we give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them. At WPS and WSI we aspire to promote a love for learning and life and we achieve this with the following four drivers at the core of our delivery of the National Curriculum (2014)

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy.

Aim

This policy is based upon the Surrey policy 'Touch and the use of restrictive physical intervention when working with children and young people' which is updated yearly.

Acceptable forms of intervention at WPS and WSI

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (as long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

Using Restrictive physical intervention

The Law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence

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- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Head teacher has to, in specific circumstances, use “reasonable force” to control or restrain pupils. There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.
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The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

The use of seclusion, withdrawal and time out

At our schools we will adhere to Surrey’s policy on the use of seclusion, withdrawal and time out:

The use of seclusion where a child or a young person is forced to spend time alone against their will would not normally be seen as appropriate except for short periods of time in extreme situations whilst help is obtained. This is in contrast to time out, where a child or young person would be supervised or accompanied in a neutral manner, and to withdrawal where they are removed from a difficult situation and accompanied while they calm down. Seclusions should always be timed from the moment a child is in the seclusion location to the moment they have the option to leave.

Our commitment

- We are committed to ensuring the welfare and safeguarding of all pupils, and to ensure there is no bullying or discrimination. Therefore, promoting the emotional well-being of pupils, staff and families is the first priority of the school community, encouraging and modelling good mental health, good behaviour and respect for others and preventing all forms of bullying in accordance with our other policies.
- That communication is pivotal to developing each child as an individual and to develop his/her potential. We need to be especially aware of the communication needs of children who require individual, special support for behaviour. Vulnerable pupils, including looked after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.
- It is vital to develop a wide range of strategies to enable all pupils to behave well and in particular help provide pupils with the best opportunity to manage and improve their own behaviour.
- Time is a significant issue when working with pupils with challenging behaviour and wherever possible any student should be given the time they need to do as they have been asked without the use of a restrictive physical intervention.
- Wherever possible Restrictive Physical Intervention (RPI) will not be used. It should only be used by staff who have been appropriately trained in CPI verbal intervention and CPI Safety Intervention (Crisis Prevention Institute) which includes positive behaviour strategies, how to disengage from being held by a child and restraint techniques to hold a child safely.
- Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this belief, when considering or using physical force, will be dealt with under school disciplinary procedures.

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Implementation

- At Worplesdon School staff who have an up to date CPI training are staff authorised to use Restrictive Physical Interventions (RPI). These are the current staff members who currently have received this training – Liz Earl-Smith, Rebecca Punchard, Mel Jone, Luke Humpries, Megan Sherlock
- At Woodstreet School staff who have an up to date CPI training are staff authorised to use Restrictive Physical Interventions (RPI). These are the current staff members who currently have received this training – (will update when we have all done our training)
- Where interventions do occur this will normally occur as an interim measure, as part of a planned approach (the person-centred positive behaviour support plan) and will always be based upon using the minimum of force required and for the minimum period possible.
- Person-centred positive behaviour support plans are constructed by the class team, Head of centre and SENDCOs. Parents (and in some cases other agencies) are consulted before they are finalised. These plans should address strategies that are effective in helping a child / young person to maintain their control on their own behaviour. The plans should be responsive to individual needs as they change, and include current information on likely triggers and resulting behaviour.
- Emergency action: at times a pupil's behaviour may be such that they, or others, are put in imminent and serious danger and will therefore require a RPI to be used immediately.
- Pupils and staff will receive post incident support following a physical intervention, and this should be followed up immediately and the next day with an opportunity to learn – for both – if appropriate.
- It is recognised in CPI training that following an RPI the staff and pupil involved need to have time to rebuild the relationship of trust, and re-establish the therapeutic rapport that may have been damaged during the incident.
- All incidents of restrictive physical intervention should be reported to the head teacher and to parents and recorded on CPOMs.

We will:

- Create a positive school ethos and promote effective learning through:
 - The school aims and values, including the development of the inner curriculum
 - A wide range of activities that promote emotional well-being and an ethos that prioritises this
 - Clearly stated expectations of what constitutes acceptable behaviour
 - Processes which recognise, teach, reward and celebrate positive behaviour
 - Effective behaviour management strategies
 - Processes, rules and sanctions to deal with poor conduct when appropriate
- Help pupils to develop individual strategies for communication and making choices
- Teach pupils about social understanding and promote pupils working independently
- Ensure designated staff have access to CPI training and updates.
- Ensure that staff are able to give pupils the time that they need wherever possible.
- Involve the pupil where possible, all staff working with the pupil and the pupil's parents in the construction of person-centred positive behaviour support plans.
- Ensure that the risk assessments assess the possible risks of the behaviours that are occurring but also the risks to the staff and pupil of physical intervention and how to reduce the frequency of intervention required.

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- Ensure staff are clear about: who is authorised to carry out restrictive physical interventions and the importance of, wherever possible, trying all other strategies prior to the intervention (Please see Appendix A for a full list of de-escalation strategies).
- Ensure staff are aware of the importance of reporting these interventions whenever they occur.
- Ensure that staff are aware that the SLT are able to provide post incident support and school first aiders are available if required.
- Ensure all pupils who display challenging behaviour will have a PIP drawn up by the classteacher, Head of centre and the SENDCO, in consultation with the child's parents, to design interventions that address the behaviour(s).
- Undertake a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- Ensure where restrictive physical interventions occur there will always be two staff present, even where staff are using one-person small children holds.
- Expect those involved to write a record of the incident on CPOMs and the Head teacher and Parents will be made aware of the what happened following the event.

Monitoring

- Head Teacher monitoring of classroom teaching, recording and judging the effective use of communication and positive behavioural strategies.
- SENDCO/ Deputy Headteacher and Head of centre monitoring the implementation of the person-centred positive behaviour support plan by all class staff and the recording of incidents of behaviour and analysing the data collected to identify whether strategies are being successful.
- Termly reviews of person-centred positive behaviour support plans.
- Recording evidence of and celebrating good behaviour through the award of stickers, displays of certificates, class wide rewards etc.
- Provision map and SEND support arrangement targets.
- Reports to governors.

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by a school in relation to use of force by staff, the matter should be investigated by the head teacher in consultation with the Local Education Officer and the local authority staff, in the case where the complaint is against the head teacher the governors will investigate with the aforementioned staff.

Associated Policies

Child Protection and Safeguarding Policy

Surrey Touch and the use of restrictive physical intervention when working with children and young people policy and guidance

Staff Behaviour Policy / Code of Conduct

Equality Policy

Special educational needs and disabilities policy.

APPENDIX A

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De-escalation strategies

Anxiety

Nervous movements, pacing, fidgeting, sighing, or low-level refusal

Empathetic non-judgemental conversation

- be patient, listen and convey empathy (emotion coaching, fuzzy scale, zones of regulation, use of visuals)
- Be non-judgemental. Focus on helping the person meet their needs and address the cause of their behaviour (if they are upset because they have missed snack find time to give them snack, energy accounting, being mindful of your tone, use humour and distraction)

Defensive

Shouting, refusal, asking challenging questions, acting in a threatening manner.

Provide clear direction or instruction

- Use short simple phrase that the person can follow (e.g. I would like you to sit back at your table please. For high needs children this might need to be simplified to 'sitting'.)
- Give them simple and reasonable choices that help them consider positive behaviours and outcomes (e.g. sitting for maths or sitting in the book corner – use hands to demonstrate choice)
- Continue to be supportive (as above)

Risk behaviour

Striking, throwing objects, pulling or pushing others, harming oneself, harming others, destroying school property, running away

Non-restrictive strategies

- Continue to use supportive and directive interventions (as above)
- Make the environment safe (remove objects of potential harm e.g. scissors) or move to a place of safety (does the child have an agreed safe place? Can the other children leave the room safely?)
- Use non-restrictive disengagements to release or escape if needed (If someone is holding a person's arm put your hand over their hand and ask for someone to get a trained member of staff, do not pull away) Make sure there is space between you and the child to avoid contact if they are dysregulated.

Restrictive interventions

- Low, medium and high-level holds (need to have safety intervention training to perform this)

Risk reduction

Re-establish relationship **is critical**

- Provide therapeutic rapport by addressing the need of the person and supporting them (offer of water or snack, give person time, allow them time to express their feelings about the incident, ask open ended questions, understand the effect the situation might have on the individual, social stories after a hold has taken place, restorative approaches)
- Understand the incident and agree upon approaches for the future