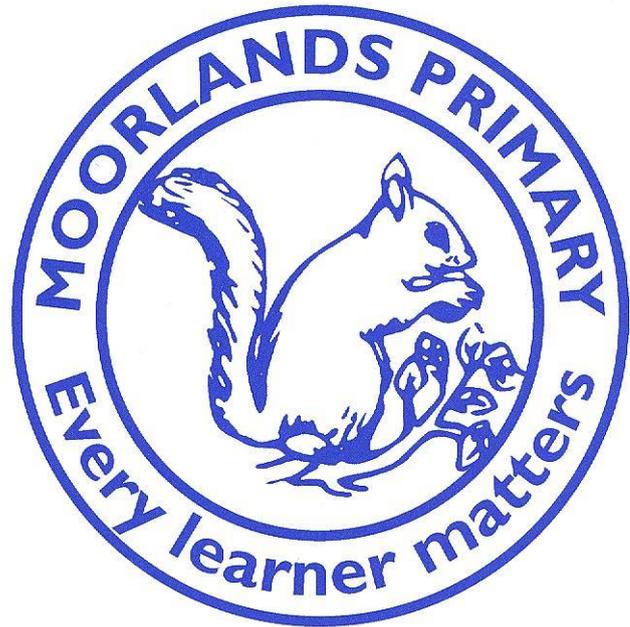


Academic Year 2022/2023

Physical Intervention Policy: Positive Handling



This policy must be read in conjunction with:

- Anti-Bullying Policy
- Physical Intervention Guidance for Schools (SCC) October 2011
- Use of reasonable force (DFE) July 2013 (Appendix A)
- Guidance for Restrictive Physical Interventions” (DoH) (2002)
- Positive and Proactive care: reducing the need for restrictive interventions (DoH) 2014
- Reducing the need for restraint and restrictive intervention (HM Gov) 2019
- DfE document *Behaviour and discipline in schools: Advice for Headteachers and school staff February 2014*

This policy sets out Moorlands Primary School Physical Intervention policy and procedures.

Signed by Head Teacher:

Signed by Chair of Governors:

Approved: 22/11/2022

Review Period: Annually

Next Review Date: November 2022



Moorlands Primary School

Physical Intervention Policy

The policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces supersedes and replaces previous guidance. It also takes cognisance of joint guidance issued by the DfES and Department of Health, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils' (Appendix 1)

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils such as the Inclusion Policy, Safeguarding and Child Protection Policies and Behaviour Policy.

Our school values

Everyone attending or working in this school has a right to:

- ✓ be treated with respect and dignity;
- ✓ learn, work or visit in a safe environment;
- ✓ be protected from harm, violence, assault and acts of verbal abuse.

Pupils and parents attending this school have a right to:

- ✓ individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- ✓ expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- ✓ be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- ✓ expect any additional provision (e.g. ISPs or EHCPs) to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;

Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

At Moorlands Primary School, Physical Intervention is considered as **a last resort** to support young people in times of crisis:

- never be entered into lightly
- involve the minimum force necessary
- be used to de-escalate a potentially dangerous situation
- be applied only until the immediate threat is past.
- support the child/young person to maintain self-control
- not be used offensively as a threat or a punishment (aversive consequence)
- not inflict pain
- be administered calmly and rationally, not in response to anger or frustration
- be the result of a professional judgement about the young person's safety, taking account of the age and abilities of the young person.
- be in the child/young person's best interests and not for convenience of staff.



- not be a substitute for a positive intervention/behaviour management programme.
- be planned; an emergency response is only justified on the first occasion.
- always be the last resort (i.e. means other than force were attempted and found to be insufficient).

This policy sets out the circumstances in which physical intervention might be appropriate and discusses the meaning of “reasonable force”. It adheres to section 550A of the Education Act 1996, and complies with the LA guidelines, including the Health and Safety at Work Act.

Rationale

At Moorlands Primary School we use a holistic approach to meet the needs of every pupil, so that they can access the school curriculum and recognise the wide range of backgrounds and experiences our children have.

For example:

- Some of our pupils have SEN Statements or EHCPs for learning difficulties.
- Some have a medical diagnosis of ADHD and Autism
- Some pupils are unable to control their behaviour or have learned behaviours that can be perceived to be threatening, aggressive, intimidating or violent.
- Some pupils are unable to recognise situations that may cause a threat to themselves or others.
- Some pupils may have been abused and / or neglected. This can be manifested in extreme fear and anxiety.
- Some pupils have failed to develop appropriate adult-child or peer – peer relationships and require extra support to meet their developmental and emotional needs.

Moorlands Primary School recognises that appropriate touch is an important developmental stage for all pupils and that some may not have experienced positive early bonding with parents / carers. The school also recognises the importance of developing social skills, which are taught throughout our practice, during small group / 1:1 sessions and reinforced during assemblies.

Some pupils will require physical intervention to prevent them from causing harm or danger to others and/ or themselves. All physical interventions within Securicare multi-discipline approach endeavours to keep people safe whilst supporting the learning of pupils in developing better ways to manage their own emotions and behaviour.

Planning to avoid Physical Intervention

At Moorlands Primary School, we are proactive and plan to avoid Physical Intervention wherever possible.

We constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour are assigned a mentor who will work in partnership with the Inclusion Team and class teacher, in supporting an ISP and associated behaviour targets.

Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

Through the PSHE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and



how to de-escalate incidents should they arise. De-escalation training takes place at least annually through in-house training and use of Securicare de-escalation materials. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed
- Staff employ 'diffusion' techniques to avert escalation of behaviour into violence or aggression
- Teaching children recognise that we all have a responsibility for our own actions.

This is achieved through:

- Our Behaviour Policy, which promotes positive behaviour management strategies and outlines how a Positive Behaviour Management Plan might be used with specific children.
- A Positive Behaviour Management Plan details how we arrange support in the areas of:
 - ✓ risk assessment
 - ✓ early intervention
 - ✓ preventative measures
 - ✓ proactive measures
 - ✓ planned support
- Multi-agency support for children with challenging behaviour, such as SAOS, PHIG or the Educational Psychology Service

Time out & Supervised Withdrawal

On occasion, pupils will be supported to calm and take time out in a 'safe place' (At Moorlands this could be in a breakout room/ calming room). Under no circumstances will a pupil be left alone without a member of staff being in the immediate vicinity or observing using supervised withdrawal.

The legal position in the use of Time out (referred to as Break Out Rooms) for the purpose of calming pupils is held in "Guidance for Restrictive Physical Interventions" Department of Health (2002) and the DfE document *Behaviour and discipline in schools: Advice for Headteachers and school staff February 2014*

Procedures for Supervised withdrawal (SW)

- Supervised withdrawal can only be used after all de-escalation strategies have been used and a further intervention is needed.
- In line with the pupil's state of anxiety, the pupils can be supported to a place of supervised withdrawal (A room/space where the pupil can move around)
- The pupil can be left to calm, with a staff member in the vicinity and observing constantly.
- Visual or verbal (child dependent) calming strategies and timers should be shown to the child so there is a clear ending to the withdrawal period.
- The supervised withdrawal and the escort to supervised withdrawal are recorded and the time/reason for that the supervised withdrawal. (If a physical intervention is used to move the pupils safely e.g. escort for transition, this is recorded on an RPI form and parents informed, as per usual procedure.
- Each incident of supervised withdrawal must be logged on the SW log and recorded on CPOMS.



- Supervised withdrawal is detailed on the pupil's Challenging Behaviour and Positive Handling Plan, which is sent home to parents for info.

What is reasonable force?

The following categories would be considered legitimate situations in which to consider physical intervention as a response:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

Physical intervention should only be chosen as an option when the following judgements have been made:

- Alternative calming and defusing strategies have failed to de-escalate the situation.
- This response is in the paramount interest of the young person.
- Not intervening is likely to result in more dangerous consequences than intervening.

Who can use 'reasonable force'?

- 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.
- At Moorlands Primary, staff should seek to use passive physical contact, such as standing between pupils or blocking their path. Offering a hand to hold so that a child can then be guided to a safer place to calm down is also an option. Should a child resist this, then help should be summoned.

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The use of **Securicare** is one of our control methods for reducing risks presented by children's challenging behaviour.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

If Physical Intervention is necessary

Before intervening physically we, wherever practicable, staff need to utilise a range of de-escalation strategies. Staff should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical intervention will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and we should **never** give the impression that they have lost our temper, or are acting out of anger or frustration, or to punish the pupil.

Any physical intervention will be REASONABLE, PROPORTIONATE AND NECESSARY.

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; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Holding techniques should take account of the following:

- ✓ Airway – no obstruction of airway
- ✓ Breathing – no restriction of chest area
- ✓ Circulation – no pressure on arterial pressure points
- ✓ Good body alignment
- ✓ Avoid pressure on joints

Young people should always be monitored for health and safety during physical restraint and positional asphyxia (see Appendix 3).

Holds should stop immediately if the following signs are noted:

- ✗ difficulties in breathing
- ✗ sudden change in colour of skin
- ✗ vomiting

Authorised Staff

Only staff that have been trained to use specific physical intervention techniques (eg. Securicare) should be authorised to use these on young people.

However, **everyone** has the right to use **reasonable force** to **prevent an attack against themselves or others**, whether they are formally authorised or not.

Staff must be aware that they are responsible for:

- ✓ assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- ✓ making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.
- ✓ Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document



Recording Incidents

We make a detailed, contemporaneous, written report of anywhere physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident the member of staff concerned should tell the Head Teacher or member of the SLT and provide a written report as soon as possible afterwards using the form in the **Physical Intervention Guidelines for Schools**.

When a young person has been restrained it should be reported to the Head teacher and the parents/carers. In Southampton, incidents should be recorded using the Restrictive Physical Intervention (RPI) Record Form within 24 hours of the incident, in order to:

- ✓ ensure policy guidelines are followed
- ✓ inform parents
- ✓ inform future planning as part of school requirement processes
- ✓ prevent misunderstanding or misinterpretation of the incident
- ✓ provide a record for any future enquiry

We inform parents formally and seek their cooperation eg. by drawing up individual behaviour management programmes or by putting pupils on behaviour diaries.

For any child where Physical Intervention has been required at least once, we produce a Positive Handling Plan and complete a pupil Risk Assessment (DCSF, 2007, paragraph 23b Use of Force to Control and Restrain Pupils).

Securicare techniques seek to avoid injury; however it is possible that bruising or scratching may occur accidentally to either pupil or member of staff supporting them. These are not necessarily a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe. There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on a skin map, on appropriate incident form. HS1 and/ or HS2, these will be sent to the LA.

Power to search pupils without consent

In addition to the general power to use 'reasonable force' described above, Head Teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

What about other physical contact with pupils?



It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Monitoring and Evaluation

Moorlands School will monitor their own records, and complete report to governors termly. The school will review this Policy annually.



Appendix 1



Department
for Education

Use of reasonable force

Advice for headteachers, staff and
governing bodies

July 2013



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Summary

About this departmental advice

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

Expiry or review date

This advice will be kept under review and updated as necessary.

Who is this advice for?

- School leaders and school staff in **all schools**¹ in England.

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

¹ "All schools" include Academies, Free Schools, independent schools and all types of maintained schools

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force².
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

² Section 93, Education and Inspections Act 2006

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”³:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

³ Section 550ZB(5) of the Education Act 1996

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

Communicating the school’s approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

- A panel of experts⁴ identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

⁴Physical Control in Care Medical Panel - 2008

Staff training

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Telling parents when force has been used on their child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents⁵.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 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.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive

⁵ References to parent or parents are to fathers as well as mothers, unless otherwise stated.

force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 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.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - To give first aid.

Frequently Asked Questions

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Further sources of information

Other departmental advice and guidance you may be interested in

- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies.](#)
- [Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#)

Associated resources (external links)

- [Police and Criminal Evidence Act 1984 \(PACE\) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers](#)



Department
for Education

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SPIG

(Southampton Physical Intervention Group, trained by Securicare)



RESTRICTIVE PHYSICAL INTERVENTION (RPI) RECORD 2020/21

1	RPI Number		
2	Pupil Details		
	Forename:		Class:
	Surname:		Year Group:
	Age/DOB :		Child looked after (Y/N):
3	Incident Details/RPI		
	Date:		Start time of RPI:
	Location:		End time of RPI :
	Lesson:		Duration of RPI:
4	What happened in the run up to the incident? Consider what may have been the trigger to the incident.		
5	What exactly happened? Describe the de-escalation techniques used <i>before</i> the physical intervention.		
<p>What was the duration of the whole incident? (The behaviour, the RPI and the de-escalation) THIS MUST BE ANSWERED.</p>			

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RESTRICTIVE PHYSICAL INTERVENTION (RPI) RECORD 2020/21

6		Medical check and injuries		
Medical check carried out by (initials)		Injuries to pupil (Yes/ No):		
		Injuries to staff (Yes/ No):		
Brief description of any injuries: (See HS2/medical log for further details)				
7		Securicare trained staff involved in physical intervention		
Name:		Name:		
Informed Observer(s): (Securicare PI trained)				
8		Reason for Physical Intervention		
Overall level of risk: (Please tick)		High	Medium	Low
Risk of injury to staff / student				
Other students liable to injury				
Property about to be damaged/being damaged				
Good order compromised				
Student trying to abscond				
Significant disruption to others education or well being				
9		De-escalation Techniques used (Please tick)		
Advice / Support		Planned ignoring		
Calm talking / stance		Reassurance		
Distraction		Reminders about consequence		
Firm clear directions		Time out		
Humour		Touch		
Limited choices		Other:		
Negotiations		Other:		

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RESTRICTIVE PHYSICAL INTERVENTION (RPI) RECORD 2020/21

10		Physical Intervention strategies used (please tick)	
OTHER INTERVENTIONS		ESCORTS	
Disengagement (high level, please detail)		Please detail if one or two person	
Wrap		Single elbow (1 or 2 person)	
Seated or floor wrap		Single double elbow (1 person)	
Half Shield		Secure hold (1 or 2 person)	
Shield		Figure of 4 (1 or 2 person)	
Jaw manipulation		Double elbow (2 person)	
Neck lock		Seated secure hold (2 person)	
Other		Escort to seated	
If other intervention or physical barrier used (e.g. mat) please describe			
11		Information shared (Please initial)	
Parents / carers (by whom and how)			
Social worker		Medical staff (who)	
Police		Local authority	
Chair of Governors		Other:	
12		Supporting records completed	
Incident log (sleuth)		Racial incident form	
Accident form HS1		CP form (body map)	
Violent incident form HS2		RIDDOR report	
13		Why do you think this action was in the best interest of the pupil? (REASONABLE, PROPORTIONATE AND NECESSARY)	

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(Southampton Physical Intervention Group, trained by Securicare)



RESTRICTIVE PHYSICAL INTERVENTION (RPI) RECORD 2020/21

14	How can we reduce the likelihood of need to physically intervene in the future?						
<p>Date of most recent Challenging Behaviour Plan:</p>							
15	Do you feel you require further training or support?						
16	RPI reported to (tick)						
Head		Head of School		A. Head		Senior Leader	
Signed: (staff member reporting/completing form)							
Designation/Post held:							
<p>I confirm that I have read this form. Signed (Securicare lead trainer):</p>							
<p>I confirm that I have read this form. Signed (Head teacher):</p>							

This is a restricted form. Please seek permission from the Head of the establishment before sharing the information contained in the form.

POSITIONAL ASPHYXIA

Positional asphyxia occurs when the position of the human body interferes with respiration, resulting in asphyxiation. Definition: ASPHYXIATION - the state or process of being deprived of oxygen, which can result in unconsciousness or death; suffocation. "The cause of death was asphyxiation".

This has been the cause of death in many areas of service where physical interventions are employed both in this country and abroad. When an individual is placed in a position that prevents or impairs their breathing and they cannot escape that position, then death can occur very rapidly.

Circumstances in which this can occur are when:

- A person is laid face down (prone position) on their stomach and pressure is applied to their back
- A person in "doubled" forward in the seated position restricting the movement of the diaphragm
- Pressure is applied to the neck, head or torso during restraint
- A person is mechanically restrained (belts, straps or handcuffs) and held or left unattended
- A person is confined in a position that restricts breathing and that they cannot escape from.

The risk is heightened if:

- The person is intoxicated with alcohol, medication or drugs
- The person has previously exerted themselves through violent activity (such as struggling or fighting)
- The person is suffering from respiratory problems or fatigue
- The person is overweight or overheated.

Watch out for the warning signs:

- Gurgling/gasping sounds
- Breathing that is distressed
- Verbal complaints or difficulty speaking
- An increased effort to struggle or distress/anxiety
- A violent and loud person suddenly changes to a passive, quiet and tranquil one
- Pale/Grey/Blue skin colouring to the lips, nail-beds or earlobes, then the face and other parts of the body
- Do not assume that just because an individual is snoring that he/she is sleeping.

Reduce the risk by:

- Avoid putting direct pressure on the back, chest or stomach area of a person during restraint
- Once a person has been restrained, get the person into a seated, kneeling or standing position as soon as possible
- Reduce the level of restraint as soon as possible
- Consider alternative strategies to prolonged or regular physical interventions, e.g. environmental or medical interventions
- Where possible avoid floor restraint. Releasing the person and re-engaging with them in the kneeling or standing positions are less hazardous
- Transport people in a seated position; never face down on their stomach
- Monitor the condition/life signs of the person continually
- Get medical assistance immediately if you have any concerns about the condition of the person.

Post Incident Report Procedures

Anyone involved in an incident should collect information that may be of value should complaints or litigation follow - post incident reporting is vital.