

**RESTRICTIVE PHYSICAL INTERVENTION POLICY**

**Policy Rationale and Philosophy**

Belford Primary School is committed to providing the best care, welfare, safety, and security 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 school, we use the Crisis Prevention Institute Safety Intervention, CPI training programme and believe in the principles that underpin this approach to supporting pupil’s behaviour.

**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.

**Promoting the Pupil’s Well-being**

 • Belford Primary School 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 be 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.

**The Use of Physical Intervention**

 • At Belford Primary we use the Crisis Prevention Institute 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.

• 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:

**Hold and Stabilise**

**Pull / push release**

**Lever**

**Safety Intervention Holds**

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.

**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.

**Crisis Intervention Training for Staff**

 • Belford Primary School 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 headteacher.

**Documenting Critical Incidents**

 • All incidents requiring a safety intervention will be recorded and documented. Paperwork will be shared with the headteacher and stored securely. See Appendix A.

 • 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 headteacher.

**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

**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 arises. 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

**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 Chair of Governors. 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 school’s complaints policy.

**Monitoring arrangements**

This policy is approved by the Board of Governors and will be reviewed every 3 years.

Approved by: Phil Green (Chair of Governors) and the school governing body 4th June 2025

Next review: June 2028

**Appendix – A**

**BELFORD PRIMARY SCHOOL SAFETY INTERVENTION – INCIDENT REPORT FORM**

Name of pupil (s): …………………………………………………………………….

Year Group: …………………………………………………………………………….

Date of incident: …………………………………………………………… Day of week: ………………………………..

Start time of incident: ………………………………………………………… End time of incident: ……………………

Location of Incident: ……………………………………………………………….

Reporting staff: ……………………………….. Other staff involved / witnesses: ………………………..

Other pupils present: ………………………………………………………………………………………….

**Describe incident in detail:**

How did the incident begin? (antecedents)

**What led to the incident / triggered the behaviour?**

**What behaviour was observed?**

**What was done to de-escalate the situation?**

**Reason why restrictive intervention was thought necessary**

Highlight one.

The pupil was at immediate risk of injury

The pupil was placing other pupils at risk of injury

The pupil was placing staff or others present at risk of injury

Property was about to be damaged

Other ……………………………………………………………………………………………………………..

**Description of restrictive physical intervention used**

Circle all that apply

**Disengagement skills used:**

Hold and Stabilise

Pull / push release

Lever

**Restrictive Interventions:**

CPI Safety Intervention Hold for Early Years

CPI Seated Hold low level / medium level / high level

CPI Standing Hold low level / medium level / high level

CPI Seated Floor Hold low level / medium level / high level

Time used for:

**Post Incident Support**

How was the pupil calmed and supported after the incident? Circle or highlight relevant statement.

Quite time away from the classroom

Praise for cooperation and positive behaviour

Incident discussed calmly with pupil and parents when appropriate (not immediately after the incident)

 Other: …………………………………………………………………………………………………..

**Injuries**

Please circle all that apply:

Staff injured

Pupil involved in incident injured

Other pupils injured

Other people injured

Parent/carer was informed by telephone / letter (with pupil), letter (by post), personally (Please circle as relevant)

When were they informed? Time: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This incident form was completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Designation of person completing report\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_