



Kindness • Responsibility • Challenge

# Grouville School

Always be the best you can be

## Grouville School Restrictive Physical Intervention Policy 2023

UNRC Article 3: Everyone who works with children should do what is best for each child

UNRC Article 36: Every child has the right to be protected from things that could harm them

UNRC Article 19: Every child has the right not to be harmed; they should be looked after and kept safe

The safety of our pupils is our principal concern and every staff member working at Grouville school understands their responsibility for helping to keep pupils safe at all times. It is extremely rare for restrictive physical intervention to be used at Grouville School but very occasionally situations arise when it proves necessary for an adult in the school to restrain a pupil. This policy describes the school's position and approach to the use of restrictive physical intervention and should be read in conjunction with the school's Behaviour Policy and the Education Department's Positive Behaviour Support and Restrictive Intervention Policy.

Teachers and other persons who are authorised by the Headteacher to have control or charge of pupils, may use 'reasonable force' to prevent pupils from:

- Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility;
- Injuring themselves or others;
- Causing damage to property, including their own property; and
- Engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere.

### Principles

We believe that:

- Restrictive physical intervention is a last resort and should only be used when other methods have been exhausted or judged highly unlikely to succeed.
- Restrictive physical intervention should only be used to prevent a child from harming him/herself or others, or from seriously damaging property.
- Restrictive physical intervention should involve minimum reasonable force and should seek to avoid injury and distress. The degree and duration of any force applied must be proportional to the circumstances.
- The rights and dignity of pupil and staff must be acknowledged.
- Staff must avoid ways of holding pupils that could be construed as abusive.

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### **Who is authorised to use restrictive physical intervention?**

Only staff members who have received up-to-date MAYBO training in *Personal Safety & Guiding / Children and Young People Safer Holding* are authorised to use restrictive physical intervention but it is expected that this right will be exercised sparingly and only under the circumstances described in this policy. Key staff members will be identified on a pupil's individual Safer Handling Plan.

In some emergency (unforeseen) situations, there may be a need for staff to act under a 'duty of care' to themselves and/or others, so that all remain safe from harm. In this case, staff will do what is **necessary, reasonable and proportionate**.

### **When is it appropriate to use restraint?**

It is only appropriate to use restrictive physical intervention in certain circumstances and only if all other strategies have not worked (however, it is important to note that often decisions to use restrictive physical intervention have to be made very quickly and under pressure and so all other strategies may not have been used on every occasion).

### **Examples of situations where it may be appropriate to use restraint are:**

- A pupil attacks another pupil or member of staff;
- Pupils are fighting and causing risk of injury to themselves or others;
- A pupil is committing or on the verge of committing damage to property.
- A pupil has put themselves in danger

### **How do we avoid the use of restraint?**

We have worked hard to improve the behaviour in the school and it is recognised that it is of a high standard. If expectations of behaviour are high then there are fewer problems; the majority of staff have received the MAYBO curriculum training in Positive Approaches to Behaviour (Children and Young People) to support pupils with de-escalation techniques. Clearly, some pupils are more susceptible to escalations due to their individual needs, and it is the responsibility of every staff member to keep a special eye on those pupils and provide early intervention as appropriate.

### **Procedures**

- Staff are not allowed to restrictive physical intervention out of anger or frustration, or with the intention to injure or to punish.
- The onus is on staff to determine the degree of restraint appropriateness (**necessary, reasonable and proportionate**) and when it should be used. In particular, staff must be careful not to overreact.
- Staff should not attempt to use restrictive physical intervention on a pupil if they are likely to put themselves at risk.
- If there is not another adult present, an appropriate pupil should be sent to fetch a second adult to observe or support the restrictive physical intervention
- A record of any incident where restrictive physical intervention is used must be given to the Headteacher/ **SENDCO** and should include:
  - the time
  - the nature of the restrictive physical intervention

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- details of any injuries and the name of the staff member carrying out the first aid check
  - the names of pupils and staff present (and statements from them if appropriate)
  - the staff involved in the restrictive physical intervention
  - the outcomes
- The parents of a pupil who has been involved in restrictive physical intervention will be informed promptly and given the opportunity to discuss the incident.
  - If restrictive physical intervention has to be used on a pupil on more than one occasion a risk assessment and Consistent Management Plan, which outlines positive reinforcement strategies, potential functions of behaviours and triggers will be created. Additionally, in consultation with the Social, Emotional and Mental Health Inclusion Team (SEMIT) a Safer Handling Plan will be produced and shared with parents and everyone who works with the pupil. Additional training for staff will be provided by the SEMHIT as required.

### Support

- Staff are encouraged to support colleagues who have been involved in using restrictive physical intervention. The use of restraint will be emotionally stressful for the pupil and staff, who should seek and accept support after an incident. In the short term, this might include time out of class. SEMHIT will also provide support through the opportunity to debrief incidents as well as restorative approaches if needed.
- Where a member of staff has acted in a professional, considered and informed manner, and/or, where the actions are considered to be a reasonable response to a situation, the Education Department will support the member of staff in any resulting proceedings.

### How are incidents of restrictive physical intervention recorded?

Whenever it is necessary to use restrictive physical intervention on a pupil the incident must be recorded on the form attached to this policy and e-mailed to the SEHMIT team on completion. It is important that parents are informed of the need to use restraint on their child on the same day.

Recommended Practice	Unacceptable Practice
<p>Using restrictive physical intervention as a last resort</p> <p>Using other strategies to diffuse a situation:</p> <ul style="list-style-type: none"> <li>• Reasoning, talking</li> <li>• Distraction</li> <li>• Diversion</li> <li>• Removing audience</li> <li>• Allowing space</li> </ul> <p>Avoiding situations, circumstances that might encourage the need for the use of restrictive physical intervention, for example, confrontation.</p> <p>Using constraint to care and control. Using minimum force.</p> <p>Having a colleague present. Sometimes acting alone is unavoidable.</p> <p>Using physical presence.</p>	<p>Using restraint to punish or injure</p> <p>Using restraint in anger</p> <p>Using restraint purely to force compliance</p> <p>Holding by the collar, around the neck or any other way that might restrict breathing</p> <p>Slapping, punching, kicking.</p> <p>Twisting or forcing joints</p> <p>Tripping a pupil</p> <p>Lifting off floor</p>

Blocking a pupil's path except where a pupil is determined to leave the premises then notify parent/carer.  
 Shepherding, urging, encouraging with the use of physical prompts.  
 Removing jewellery, watches, spectacles, shoes etc. that might cause injury or be damaged.  
 Keeping calm.  
 Showing confidence.  
 Knowing the pupils.  
 Developing positive relationships with pupils.  
 Knowing school policies.  
 Being prepared.  
 Monitoring and evaluating policy and practice.  
 Talking to colleagues. De-briefing after an incident and considering what actions could be taken to reduce risk of further incidents.  
 Using staff who know the pupils and have developed positive relationships with them.  
 Recording and reporting accurately and without judgement.  
 Positive parent/school contact.  
 Using strategies to reduce anger and distress.  
 Looking after yourself.  
 Looking after your colleague.

Holding by the joints  
 Holding or pulling by hair or ears  
 Holding a pupil face down  
 Holding a pupil's hands if they sign to communicate  
 Locking a pupil in a room  
 Risking your safety and the safety of others  
 Not talking about an incident  
 Reporting in a judgemental way

### Monitoring and Review

Updated by Nichola Turner and Lydia Arrowsmith June 2023

To be reviewed June 2025

## Appendix 1 - Report of an Incident of Restrictive Physical Intervention



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### Review of Incident of Restrictive Physical Intervention (RPI)

- After completing the **Report of Restrictive Physical Intervention** (Holding and Escorting) please send to SEMHIT.
- The school and SEMHIT should review the Incident using the following format. It is current policy and good practice for schools/staff to review any incident that involves an RPI.

#### Post-incident student and staff supports

<b>Did pupil or staff require first aid or admission to hospital?</b> Where individuals monitored during and after the event? Please describe any injuries sustained.	<b>How the pupil and staff were supported after the incident?</b> How the pupil was supervised and supported after the incident of RPI? How were staff supervised and debriefed, appropriate to the individual's needs?	<b>How the pupil/staff conflict was resolved and if appropriate were restorative processes used?</b> How the feelings of those were involved heard?	<b>What training needs have arisen as a result of the incident?</b> What organisation changes could be made to reduce the chance of RPI occurring again?

#### Review of incident

<b>Antecedents or build up leading to the need for RPI.</b> What triggered the behaviour? <i>(Maybo POPS - Person, Object, Place, Situation)</i>	<b>What de-escalating techniques were used prior to the RPI?</b> <i>(Maybo Open Palms – position, attitude, look and listen, make space, stance. Maybo Safer Model – Step back, assess, find help, evaluate options and respond)</i>	<b>What was successful about the management of the incident and the staff responses?</b> <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</i>	<b>What could change to reduce the chances of RPI from being used again?</b> <i>(Maybo Risk reduction Model - Primary, secondary and tertiary)</i>

### Report of an incident of Restrictive Physical Intervention (RPI)

- This form is for recording **Restrictive Physical Interventions (Holding and Escorting)** please send to SEMHIT after completion.
- For recording Non-Restrictive Physical Interventions (Guiding and Disengagement) please use appendix...and keep a record at school.

<b>Student Name:</b> <b>School:</b>	<b>D.O.B:</b> <b>Is the pupil a looked after child?</b> No yes
Does the pupil have a Safer Handling Plan? <span style="float: right;">Yes</span>	If yes - Date it began: <span style="float: right;">If no – Date Safer Handling Plan to be introduced:</span>
List the staff that are trained in Maybo, Safer Handling - <b>Children/Adolescent</b> PI and are listed on the Safer Handling Plan:	

Justification for Physical Intervention: Education (Jersey) Law 2017 1. <b>Committing any offence</b> 2. <b>Causing personal injury to, or damage to the property of, any person (including the child himself or herself); or</b> 3. <b>Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.</b> <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</i> Plus necessary, reasonable and proportionate.	Types of Restrictive Physical Interventions 1. <b>(Escorting) Handling – restrictive</b> <i>(Hook and interrupter escort, Reverse hook and interrupter escort, Support to floor, Wrap escort, Wrap turn and reverse, Hip hook and turn, Team turn. Cross body escort to be used with adolescents only.)</i> 2. <b>(Holding) Handling – restrictive</b> <i>(Kneeling hook and cradle containment, Containment with hooks, Seated hook and cradle, Wrap hold, Wrap wall recovery Single wrap and hook containment.)</i> 3. <b>(Seated and kneeling) Handling – restrictive</b> <i>(Seated hook and cradle, Seated wrap, Wrap support to ground, Switch kneeling to seated, Re-engagement.)</i>
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#### The Incident

Date/Time of Restrictive Physical Intervention	Duration Start finish/time	Description of behaviour	Justification for Restrictive Physical Intervention (See above grid)	Types of RPI used (See above grid) Was the RPI used as part of a Planned Intervention? If yes, please attach Positive Handling Plan.	Staff Involved with RPI. (Physically or as an observer) Pupil witnesses