



Restrictive Physical Interventions (RPI) Policy

Definition

Restrictive Physical Intervention (RPI) is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour.

Restrictive Physical Intervention (RPI) is an act of care and control and may only be used to reduce the risk of harm and never as a form of punishment.

Introduction

This policy explains the use of Restrictive Physical Interventions (RPI) at Greenside School in relation to behaviour support. It provides guidance on the procedures in place when working with pupil behaviour including the organisation of training, planning, recording and reporting of specific arrangements.

This policy should be read in conjunction with the: Behaviour Support Policy, Anti-Bullying policy, Exclusion policy and the Physical Contact/Touch policy.

The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties. The implementation of this policy is the responsibility of all staff.

Context

At Greenside we believe that pupils need to feel and be safe and secure. It is important that all pupils know that adults around them are able to manage them safely and confidently.

Due to the learning and emotional difficulties of some pupils attending Greenside there is a significant likelihood that they may present behaviours that place themselves and/or others at risk of harm, requiring adults to physically intervene in order to reduce this risk.

RPI will only be used at Greenside School to reduce risk of harm and to ensure the safety of all concerned.

RPI must never be used to force compliance with staff instructions.

Only for a very small minority of pupils will the use of restrictive physical interventions be needed. On such occasions, acceptable forms of intervention are used.

All members of teaching and assistant staff need to feel that they are able to manage behaviours that may place the young person or others at risk of harm and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour.

Hertfordshire Steps training

At Greenside teachers, tutors, coaches, nursery nurses and assistants working with young people receive training in behaviour support. This training is called "Hertfordshire (Herts) Steps."

Herts Steps is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: "*The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.*" This statement is reflected the philosophy, policy and practice at Greenside school.

All members of class staff will undertake training in Herts Steps to avoid the need for RPI through dialogue and diversion.

Only the minimum force necessary will be used. Staff will be able to show, when asked, that the intervention used was a reasonable response to the incident. As soon as it is safe the RPI will be relaxed to allow the pupil to gain self-control.

At Greenside all teachers, tutors, coaches, nursery nurses and assistants will receive training in restrictive physical interventions, using the Herts Steps programme (known as Step On). The training will be delivered by fully trained and accredited tutors in Herts Steps. There may be specific pupils whose complexity of need requires further support.

A written audit of need must be undertaken following which further training, support and guidance will be provided by a Herts Steps tutor (known as Step Up).

Support and guidance

Greenside has a team of trained tutors in Herts Steps who are able to provide support and guidance.

Members of the senior management team (SMT) co-ordinate multi-agency communication/support as well as support for parents and carers.

Planning and recording

The use of Restrictive Physical Interventions, either planned or unplanned must always be recorded in the "Numbered and Bound Book" which is located in the Head's office.

If a pupil is identified for whom it is felt that RPI is likely, then a Positive Handling Plan (PHP) must be completed. This must be shared with the Head of Department, Steps Tutor and parents.

The PHP plan will help the pupil and staff to avoid potentially dangerous situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable challenging behaviours that may be developing.

The PHP plan will include: a risk assessment, a record of risk reduction options, techniques for managing the pupil's behaviour e.g. de-escalating conflict, stating at which point at RPI may be used, identifying key staff who know exactly what is expected, systems for summoning additional support and identifying training needs.

Monitoring

Heads of department monitor behaviour risk assessments and behaviour support plans as well as PHPs.

Heads of department monitor class incident books. The Head monitors the main incident book and the Numbered and Bound Book.