

# Caldecote Community Primary School



# The Restrictive Physical Intervention Policy

**Ratified by Governing Body**

**Reviewed – January 2025 by FP and KB**

**Next Review – January 2027**

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## **Values Statement**

At Caldecote, we are a learning community committed to helping our students reach beyond their grasp. We achieve this by living according to our shared values which create an environment in which all feel safe, welcome and ready to learn.

**Care:** we respect each other and our school environment.

**Challenge:** we are ready to learn; we aim high.

**Persevere:** we are resilient and we don't give up.

**Succeed:** we expect the best from everyone; we achieve our goals.

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Through our commitment to these values, we prepare our children for the brightest possible futures, equipping them with the motivation, resilience and beliefs needed to succeed.

## **Introduction**

Caldecote Community Primary School believes that a policy on the use of force including restrictive physical interventions (RPI) should be an integral but discrete element of the school's wider Relationships and Behaviour Policy.

It is intended that the Policy will be of practical assistance to our school to set out current practices and procedures, and our policy is suited to local circumstances.

In our school there are children with severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or to prevent serious disruption. Section 93 of the Education and Inspections Act 2006 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the headteacher to control or restrain pupils. Teachers and other authorised staff at Caldecote Community Primary School are reminded that use of physical force must be reasonable and comply with:

- Joint DfES/DH guidance issued July 2002, "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 disorder"  
Local authority policies
  - The Children Act 1989 Guidance and Regulations Vol.4 – Residential Care
  - Children's Homes National Minimum Standards – Children's Homes Regulations
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- Local Authority behaviour support plan
- Setting discipline and behaviour policies

Any member of staff trained in physical intervention (Team Teach) is authorised to perform holds when deemed necessary and proportionate, see Appendix 1. Staff are selected to undertake Team Teach training if it is deemed that it is required as part of their job role, this could include learning mentors, members the senior leadership team, teachers and teaching assistants. The responsibility for the oversight of the use of physical intervention including record keeping and monitoring falls to the Assistant Headteacher for Safeguarding and SEN, Mrs Frances Palmer. However, all employees of Caldecote Community Primary School are authorised to use force by law. This is to prevent a child becoming seriously harmed.

### **Setting Expectations**

Caldecote Community Primary School believes that the use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversion, diffusion and negotiation to respond to difficult situations. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, should be dealt with under setting disciplinary procedures.

Physical interventions should only be used when reasonable, proportionate and when necessary.

- Reasonable: The member of staff has considered the risks and likely outcomes of a risky situation. They considered that outcomes of not using RPI are poor and may lead to others being harmed or seriously disrupted. Due to this they have considered that a situation must 'stop,' with the use of RPI being the strategy to do so.
- Proportionate: When RPI is used, it is done on the basis that the force used matches the force exhibited by an individual. It must also be proportionate to the risk being displayed. If, for example, there was a genuine threat of serious injury or to life more force could be used to keep the individual safe.
- Necessary: When RPI is used it is done on the basis that it is necessary. This means that alternative solutions and strategies have been exhausted or are not appropriate (for example, if there is an immediate and severe threat to life or risk of severe injury that requires instant action, de-escalation strategies may prevaricate time and therefore the ability for professionals to keep individuals in their care safe).

RPI could be used in the following situations, depending on the individual circumstances:

- Risk of serious injury or risk to life of the child
- Risk of serious injury or risk to life of another child or adult
- Serious damage to property

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- Serious disruption

When using RPI, we will only use the recommended Team Teach holds unless in an emergency situation. Reasonable force would not include any of the following:

- Holding a child around the neck, collar or other way that may restrict breathing
- Slapping, punching, kicking or tripping a child. Holding or pulling a child by their hair or ear
- Twisting or forcing limbs against joints
- Indecently touching or holding
- Holding a child face down on the ground
- Lifting a child off the floor in order to intimidate

Failure to comply with this policy will result in potential disciplinary action.

### **Positive Behaviour Management**

At Caldecote Community Primary School all staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. The school will work in partnership with those who know the child well. We will try to ascertain:

- Why this child behaves as he or she does
- What is the child's 'story'? History/background?
- Understand the current factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical force is rare.

All staff should refer to the Relationships and Behaviour policy when dealing with behaviour issues.

### **Positive Handling Plans (PHPs)**

A 'Positive Handling Plan' (PHP) is used to refer to the measures the setting has agreed in supporting and managing a particular pupil who behaves in ways that could pose risk, to themselves and others. It provides an opportunity to regularly review, discuss and make provision concerning the needs of children supported by RPI. It must be considered to be a 'working document' which is reviewed at least

termly (no more than 12 weeks apart) but can be adapted and annotated in the time prior to this.

Positive Handling Plans should be developed and implemented with staff who know the child well, including teachers from the SEMH team (if the child is known to them). Plans should be formally recorded in accordance with setting procedures and set out the action taken to:

- Meet the pupil's needs including any provision within a child's EHCP
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur

Once agreed, the PHP will be shared with all members of staff. The PHPs are kept in the child's SEN file and are also located in the main office within the Health and Safety files. For children who are held regularly a child centred version of the plan will be developed with support from the SEMH Team.

### **Risk Assessment and Planning for Use of Restrictive Physical Interventions**

Caldecote Community Primary School acknowledges that some children behave in ways that make it necessary to consider the use of restrictive physical intervention. All identified risks involved in the use of physical intervention will be formally risk assessed. The resulting risk management strategy must be compatible with a positive behaviour management approach.

All staff are aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil, this will be recorded in their PHP.

Techniques and methods will be agreed in partnership with the pupil, his /her parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when children are looked after by the local authority, in respite care, or cared for by others with legal responsibility in order to ensure that there is a consistent approach to the use of force in and out of the school.

In the event of disputes in schools over, or concerns about, techniques and methods being considered, an interim setting strategy should be agreed, and the matter referred to the Local Authority. If necessary, adjudication might be offered by an independent officer nominated by the Local Safeguarding Children Partnership Board.

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If a staff member has concerns relating to a colleague's conduct then they must report this to the Headteacher in line with our Whistleblowing Policy. If the concern relates to the Headteacher the Chair of Governors must be informed.

Positive Handling Plans are shared with all staff and are available in the child's classroom for anyone else covering the class from an external agency.

### **Use of restrictive physical interventions in unforeseen and emergency situations**

Caldecote Community Primary School acknowledges that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- before using force - staff attempt to use diversion or diffusion to manage the situation
- when using force - staff must use techniques and methods with which they have been trained to use
- In exceptional circumstances (where permitted techniques are ineffective, or staff are unfamiliar with the action they should take) – staff shall manage the situation as best they can to comply with section 93 of the Education and Inspections Act 2006. Examples of emergency situations are a fight in the playground, child running into a road, a child absconding on a trip and so on.
- Staff must always report and record use of physical force that occurs in unforeseen or emergency situations using setting procedures.

### **Post-incident support/Recovery/Debrief/Restorative Practice**

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and could result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support (debrief) and basic first aid treatment for any injuries given by a trained member of staff. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries to both staff and children should be reported and recorded via the Local Authority's remote SO2 form in accordance with RIDDOR and the Local Authority accident/incident reporting procedures.

The following staff members are trained to deliver a debrief to staff members:

- Miss Sherry Marshall
- Mrs Rachel Wood
- Mrs Frances Palmer

Children will be debriefed by a familiar adult such as their 1:1 support, a learning mentor or their class teacher.

### **Reporting and Recording Use of Restrictive Physical Interventions**

After incidents in which physical intervention is used, staff should report and record the matter in accordance with the school's procedures. All incidents requiring the use of physical intervention must be thoroughly and systematically documented within setting records including an immediate electronic entry through the Local authority online Electronic Physical Intervention Form 'EPIF Form'. Caldecote Community Primary School will take action to ensure that parents and the Local Authority are informed about these incidents in accordance with agreed local procedures and time scales. Caldecote Community Primary School also record any RPI on the school's safeguarding database, CPOMS. A printed copy of the EPIF will be kept in the child's SEN or pupil file.

### **Monitoring Use of Restrictive Physical Interventions**

The use of RPI will be monitored in order to help staff learn from experience, promote the wellbeing of children in their care and provide a basis for appropriate support. The monitoring will help Caldecote Community Primary School determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. Information on trends and emerging problems will be shared within the school between Designated Safeguarding Leads and the Senior Leadership Team. Information will be shared with the governing body via the Headteacher's Report.

The local authority Social Emotional Mental Health Team provides support in monitoring EPIF forms. Using this system automates the necessary response of reporting to an external agency for monitoring.

The Assistant Headteacher for Safeguarding and SEN will monitor the frequency and severity of incidents involving RPI and will put a plan in place if these reach an unacceptable level for a particular child. They will also monitor the frequency of RPI per individual trained staff member and discuss any concerns with the Headteacher.

The risk assessment can then be reviewed considering findings from monitoring activities.

### **Responding to Complaints**

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 dealt with in accordance with agreed procedures for handling allegations against members of staff.

The complaint will be investigated by the Headteacher as well as being referred to the LADO.

### **Staff Training**

Training in physical intervention methods that are acceptable within the school. Teachers and support staff are encouraged to take up such opportunities. This training is intended to help staff to link meeting children's needs with positive behaviour management. Staff involved in implementing the use of physical intervention, as part of a behaviour management strategy within the school, will be provided with training in the range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staff are expected to practice their skills and periodically attend updates. Training provided is accredited by Team Teach and is updated every 2 years. A list of trained staff is attached (Appendix 1).

#### Appendix 1

Staff	Refresher due
Tania Arora	Feb 2026
Louise Bradshaw	Feb 2026
Amber Brooks	Feb 2026
Karlie Cartwright	Feb 2026
Ellie Cooper	Feb 2026
Ellie Copeland	Feb 2026
Taylor Dawson	Feb 2026
Rachel Essex	Feb 2026
Lucie Evans-Green	Feb 2026
Emma Fern	Feb 2026
Myah Gale	Feb 2026
Michelle Griffith	Feb 2026
Maggie Hector	Feb 2026

Karen Ingram	Feb 2026
Kayleigh Johnstone	Feb 2026
Kawsar Jomieh	Feb 2026
Rimini Kirrane	Feb 2026
Aleksandra Kozica	Feb 2026
Mina Lalji	Feb 2026
Carla Lane	Feb 2026
Carina Langley	Feb 2026
Jo Martin	Feb 2026
Demi Marvin	Feb 2026
Tracy Matthews	Feb 2026
Louise McMahon	Feb 2026
Alpa Mehta	Feb 2026
Emma Mitchell	Feb 2026
Rebecca Morris	Feb 2026
Samantha Munroe	Feb 2026
Leah Northern	Feb 2026
Sarah Park	Feb 2026
Neeha Parmar	Feb 2026
Nia Parmar	Feb 2026
Kealy Pawley	Feb 2026
Emma Perkins	Feb 2026
Roshni Popat	Feb 2026
Kirsty Shaw	Feb 2026
Jade Smith	Feb 2026
Leigh Smith	Feb 2026
Charlotte Stranney	Feb 2026
Susie Thurman	Feb 2026
Bailey Townsend	Feb 2026

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Shahanara Uddin	Feb 2026
Millie Warner	Feb 2026
Donna Warsop	Feb 2026
Alex Whitfield	Feb 2026
Aimee Noon	Jan 2027
Mat Alcock	Oct 2026
Vanessa Bannister	Oct 2026
Katy Barnes	Oct 2026
Julie Birchenall	Oct 2026
Yaroslava Briggs	Oct 2026
Moira Casey	Oct 2026
Sherry Elson (Marshall)	Oct 2026
Katie Lambell	Oct 2026
Julie Luck	Oct 2026
Sarah MacNeish	Oct 2026
Lisa Murney	Oct 2026
Gemma Ottey	Oct 2026
Fran Palmer	Oct 2026
Kelly Rogers	Oct 2026
Imma Saad	Oct 2026
Kelly Watson	Oct 2026
Amy Whitcombe	Oct 2026
Simran Bains	Due Feb 2025
Amy Bentham	Due Feb 2025
Rose Best	Due Feb 2025
Sonya Bown	Due Feb 2025

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Charlotte Bradshaw	Due Feb 2025
Natalie Corderoy	Due Feb 2025
Aatiqah Ebrahim	Due Feb 2025
Kayleigh Harrison	Due Feb 2025
Nasra Houssein	Due Feb 2025
Louise Jenkins	Due Feb 2025
Hanna Patel	Due Feb 2025
Leah Potter	Due Feb 2025
Gabriella Risi	Due Feb 2025
Jessica Salmon	Due Feb 2025
Krystal Shepherd	Due Feb 2025
Sonia Sudra	Due Feb 2025
Olivia Tarbert	Due Feb 2025
Ellie Taylor	Due Feb 2025
Maryam Virk	Due Feb 2025
Rachel Wood	Due Feb 2025