



Defence  
Children  
Services

## DCS Directive 3.2.12

# Restrictive Physical Intervention

DCS Mar 17 v2.0

## General

<b>Authorisation</b>	Director DCS
<b>Senior Responsible Owner</b>	AH Specialist Support Services
<b>Point of Contact</b>	01980 61 XXXX
<b>Review Date</b>	Mar 2019
<b>Related Policy/Guidance</b>	3.2.2 DCS Directive Managing Allegations Against Staff
	3.2.10 DCS Directive Behaviour
	DfE

## Introduction

1. There are occasions when restrictive physical intervention (RPI) is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
2. DfE Guidance states that no schools should 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.

## Information

3. This policy and guidance should be read alongside the DCS Policy and Guidance on Managing Challenging Behaviour and takes account of:
  - a. Use of reasonable force: Advice for Head Teachers, staff and Governing Bodies Department for Education 2013;
  - b. [The Education Act 1996](#);
  - c. [Education and Inspections Act 2006](#);
  - d. 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);
  - e. Physical Intervention Guidelines for schools: Southampton City Council 2011;
  - f. Screening, searching and confiscation advice for Head Teachers, staff and Governing Bodies.
4. The document will be shared and agreed with the MOD Safeguarding Children Board (SCB) and local command SCBs.

## Restrictive Physical Intervention in Schools: DCS Policy for Schools

5. There are occasions when restrictive physical intervention (RPI) is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause.

### Underpinning Principles

- a) The use of force should, wherever possible, be avoided;
- b) There are occasions when the use of force is appropriate;
- c) When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

6. DfE Guidance states that no schools should 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.

### Legal Context

7. All members of a school staff have a duty of care to ensure the safety of the pupils in their care.

8. Any citizen has the common law power to intervene in an emergency to use reasonable force in self defence to prevent another person from being injured or committing a criminal offence.

9. Section 93 of the Education and Inspections Act 2006 gives all school staff (or other people authorised by the Head Teacher) the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- a. Committing an offence.
- b. Causing injury, or damage, to a person or the property of any person (including the person themselves).
- c. Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.

10. In addition, 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 or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

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

12. Separate DfE guidance is available on the power to search without consent. See Screening, Searching and Confiscation Advice for Head Teachers, staff and Governing Bodies.

### School Requirements

13. All schools should have a policy on the use of RPI.

14. The RPI policy should be part of a wider behaviour policy which outlines a pro-active approach to promoting positive behaviour.
15. The School's Behaviour Policy should outline the approaches and procedures which will minimise the likelihood of needing to use RPI.
16. If RPI is used as a part of a planned response for a pupil, the plan should be informed by a risk assessment which is carried out using the recommended format.
17. The plan to use RPI should be recorded in a Positive Handling Plan.
18. Schools should record any incidents of RPI using the recommended format. Schools must notify parents of any incident involving physical intervention.
19. Schools should have procedures in place for supporting pupils and staff who are involved in an incident requiring RPI.
20. Schools should hold an annual staff training event to remind all school staff of:
  - a. Their responsibilities with regard to RPI.
  - b. De-escalation techniques.
  - c. Risk assessments for planned and emergency RPI.
21. Schools should ensure that at least one of their staff access the MAYBO accredited training. It is DCS policy to deliver this training through a commissioned service, currently with Southampton Educational Psychology Service. This training focuses on managing challenging behaviour including the use of specific RPI techniques.
22. School policies should be written in conjunction with a member of the SGC, parent and pupil representatives (where age appropriate).
23. DCS, through the Principal Educational Psychologist, will monitor the use of, and training on, physical intervention across MOD schools. This information will be reported in the annual statistics gathered by Targeted Services.

## **Support available to Schools**

24. DCS employs Educational Psychologists, Specialist Advisory Teachers and Education Social Workers as part of the Targeted Services (TS) team. Schools can access advice and support from the TS team about challenging behaviour as outlined in the DCS guidance on managing challenging behaviour.
25. The TS team are able to provide training for staff on various aspects of behaviour, including:
  - a. Understanding Behaviour.
  - b. Managing Challenging Behaviour.
  - c. Conflict Resolution.
  - d. De-escalation techniques.
  - e. School's responsibilities with regard to RPI.

## Useful Links

[26. Screening, Searching and Confiscation Advice for Head Teachers, staff and Governing Bodies.](#)

## Guidance to Schools on the Use of Restrictive Physical Intervention

27. This document provides guidance on the circumstances when restrictive physical intervention can be used and the procedures that should be followed when it is used.
28. This guidance supersedes SCE guidance on RPI dated October 2003.
29. Staff should be reassured that where they follow this guidance their actions will be supported by their Head Teacher and DCS.

## Terminology

30. Restrictive Physical Intervention refers to a situation where a member of staff uses force intentionally to restrict a child's movements against his or her will.
31. School staff refers to anyone employed by DCS in a school who has control or charge of children. Child refers to any child or young person attending any MOD school.
32. Parent refers to parents or carers who have parental responsibility for the child.

## Principles for the use of Restrictive Physical Intervention in Schools

33. Restrictive Physical Intervention should only be used in the context of wider behaviour policies and procedures which promote positive behaviour.
34. There are occasions when restrictive physical intervention is an appropriate and reasonable response to the risks presented in a particular situation.
35. Restrictive physical intervention should only be used when there is no alternative, less intrusive, course of action.
36. Force may not be used as a punishment.
37. Any use of restrictive physical intervention should be consistent with the Department for Education.
38. DfE guidance on the Use of reasonable force: Advice for Head Teachers, staff and Governing Bodies 212.
39. Members of staff should not be required/advised to carry out any form of restrictive physical intervention which will put them at risk.

## Circumstances when Restrictive Physical Intervention can be used

40. Section 93 of the Education and Inspections Act 2006 gives all school staff the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- a. Committing an offence.
- b. Causing injury, or damage, to a person or the property of any person (including the person themselves).
- c. Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.

41. The most usual circumstances where reasonable force might be used are when a child's behaviour is likely to cause personal injury or serious damage to property. Members of staff should be very cautious about the use of force in other circumstances and should remember that force should only be used as a last resort and in line with the principles above.

## **What is reasonable force?**

42. The DfE guidance provides the following clarification:

43. 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.

44. 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.

45. 'Reasonable in the circumstances' means using no more force than is needed.

46. 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.

47. 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.

48. School staff should always try to avoid acting in a way that might cause injury. It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

## **Who can use Restrictive Physical Intervention?**

49. All staff can use restrictive physical intervention to maintain safety in an emergency consistent with the principles of common law.

50. The 2006 Education and Inspections Act gave all teachers and other school staff who have control or charge of pupils the statutory power to use reasonable force.

51. The Head Teacher can authorise other people to use force e.g. other adults who might be helping with a school trip.

## **Planned versus unplanned Restrictive Physical Intervention**

52. It is important to distinguish between the use of restrictive physical intervention in planned circumstances compared to an unplanned, emergency situation.

## **Planned Restrictive Physical Intervention**

53. When pupils present particularly challenging behaviour it is helpful to use the multi-element model, outlined in the Challenging Behaviour Guidance, to generate an Individual Education Plan which outlines:

- a. Communicative function of the behaviour.
- b. The environmental changes to be made.
- c. New skills to be taught.
- d. How these will be reinforced.
- e. Reactive strategies.
- f. If the pupil's behaviour presents a significant risk, RPI may be identified as one of the reactive strategies.

### **Risk assessment**

54. When it is likely that a child's behaviour may necessitate the use of RPI as one of the reactive strategies a risk assessment **MUST** be carried out using the format in Appendix 1.

### **Positive Handling Plan**

55. When the Individual Education Plan and risk assessment indicated the likely need for school staff to hold or restrain a child to prevent an injury, the School should record this in a Positive Handling Plan.

56. The information in the risk assessments will help to inform this plan which will outline:

- a. Who has been consulted about the plan.
- b. The type of physical intervention to be used.
- c. Which adults are authorised to use this intervention.
- d. Parental consent for the plan.
- e. Head Teacher authorisation for the plan.

57. The recommended format for a Positive Handling Plan is included in Annex B. Recording the use of Restrictive Physical Intervention. When restrictive physical intervention has been used, whether in a planned or unplanned way, schools should record this within 24 hours using the format in Appendix 3.

58. This report includes a summary of the post incident support. A copy of this report should be sent to the link Senior Educational Psychologist and the Principal Educational Psychologist.

### **Informing parents**

59. Parents should always be informed of any incident involving physical intervention. Parents should be included in any review of a pupil's Individual Education Plan which takes place as a result of an incident of RPI.

## Other Forms of Physical Contact

60. 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:

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

## Post incident support

61. Any incident involving RPI is likely to be highly emotional and distressing for all pupils and staff involved, whether they are involved directly or as observers. Support should always be made available to the staff and pupils involved. This should be offered in a timely manner when individuals are sufficiently calm to be able to talk about the incident.

62. It is important to help pupils understand why RPI was used, allow them to explain how they felt about it, the triggers for their behaviour and explore how they could make different choices about how they behave in the future to reduce the need for this type of intervention. This information can then contribute to the new Individual Education Plan around the pupil's behaviour.

63. Staff will need an opportunity to talk about the incident, how they feel about it, how it might impact on their future relationship with the pupil and how this can be addressed. This should also include a discussion about how the incident could have been managed differently.

64. The support given to staff and pupils should be recorded in the follow up action section of the RPI incident record form.

## Unplanned Restrictive Physical Intervention

65. In an unexpected, emergency situation, the member of staff must make an immediate mental assessment of risk and act accordingly to maintain the safety of all involved.

66. The procedures outlined above for recording the incident, informing parents, support for those involved and future risk assessment should all be followed.

67. School staff will not be expected to act in a way which puts them at risk of injury.

68. It will be helpful for staff if unplanned incidents are considered in the school's annual staff training event on RPI.

## Monitoring the use of Restrictive Physical Intervention



69. The use of RPI within a School should be monitored by the Senior Leadership Team of the School in collaboration with a member of the SGC. Parents and pupils should be involved in such a review. It would be good practice to involve the link Senior Educational Psychologist for the school in this review.

## **Concerns and complaints**

70. If staff follow the RPI Policy, fully involve parents in planning for pupils with challenging behaviour and always inform parents of any incident which has required RPI, then complaints should be avoided.

71. However, when a parent makes a complaint about the use of force by a member of the school staff, it must be taken seriously and addressed by the head teacher, either under DCS disciplinary procedures or DCS procedures for allegations against staff.

## **Training on Restrictive Physical Intervention**

72. Training on RPI must always be carried out in the context of an overarching approach to promoting positive behaviour in school in line with DCS's behaviour policy.

73. Schools should plan an annual staff training event to familiarise all school staff of:

- a. Their responsibilities with regard to RPI.
- b. De-escalation techniques.
- c. Risk assessments for planned and emergency RPI.

74. The TS team will be able to deliver this annual training event to schools as well as a wider range of training on behaviour. Training should be negotiated with the link TS staff members through the regular school planning meetings.

75. In addition, DCS commissions MAYBO accredited training from INSPIRE (part of

Southampton Educational Psychology Service) which offers training on managing challenging behaviour, including specific training on holds and techniques which can be safely employed by school staff. All schools should ensure that some of their staff have had access to this training.

76. MAYBO accredited training must be updated approximately every 18 months.
77. MAYBO accredited training will be advertised through the MOD schools CPD planner. The Head Teacher should maintain a record of staff training on behaviour and RPI.
78. DCS maintains a register of all staff who have attended this training. Members of staff will be invited to attend refresher training at the appropriate point.
79. If a school identifies a need for training on RPI in addition to that outlined above, the school should inform the Principal Educational Psychologist who will explore additional/alternative training options.

### **School Policies on Restrictive Physical Intervention**

80. DCS expects every school to have a policy on the use of physical interventions which is linked to an over-arching behaviour policy.
81. This policy on RPI should include:
  - a. Legal context.
  - b. Reference to a behaviour policy which indicates strategies which reduce the likelihood of needing to use RPI.
  - c. Acknowledge the school's duty to make reasonable adjustments for disabled pupils or pupils with additional needs.
  - d. Distinguish between planned and emergency use of force.
  - e. A format for recording incidents when RPI is used.
  - f. A format for risk assessment of behaviour which might require RPI.
  - g. A format for a Positive Handling Plan.
  - h. Procedures for post incident support.
  - i. Training available to staff.
  - j. How families and students can be involved in planning, monitoring and reviewing the use of RPI.
  - k. How complaints will be managed.

## Risk Assessment of Children's Behaviour

It is essential that staff understand that risk can only ever be reduced, it can never be completely removed. All planning and recorded on the templates provided should be within the concept that all risk assessments involve three simple stages.

### Example

Stage one is to identify what is an inherent risk, i.e. a child running from class if upset (if that has occurred before).

Stage two, identifying how to moderate that risk such as through an individual plan for the pupil (e.g. identifying the cause such as frustration at not understanding the work).

Stage three is to identify the residual risk, e.g. the risk which remains after the moderating plan has been implemented.

It is essential that all planning is proportionate to the risk identified. If there is any doubt as to proportionality then further advice can be accessed through the link Senior Educational Psychologist, P&FS.

Behaviour Causing Concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing			
Verbal			
Kicking			
Hitting			
Biting			
Damaging Property			
Running Off			
Refusing to Move			
Fighting			
Other – Be Specific			

Target of Behaviour: Who is it directed towards (self, other pupils, staff, property etc).

Likelihood of Behaviour:

V – very likely Evidence suggests more likely than not to occur.

L – likely There is a possibility that the behaviour will occur again.

U – unlikely The context has changed or can be changed to make it unlikely to happen again.

Seriousness of Behaviour:

A – Behaviour would cause physical injury – beyond first aid, serious distress, extensive damage, prolonged disruption.

B – Injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines.

C – No physical injury or damage to property; minor distress or disruption.

## Environmental changes which may reduce likelihood of behaviour.

<b>Preventative Measures</b>	<b>In Place</b>	<b>Action by whom</b>	<b>Appropriateness to be recorded</b>
Seating/position in classroom			
Curriculum activities appropriately structured and supported			
Opportunity to have time out to calm down			
Pupil involved in planning and review			
Parents involved in planning and review			
Individual Education Plan in place			
Opportunities to learn new social/emotional skills			
Regular feedback about positive behaviour			
Alternative activities available at break			
Pupil escorted at transition times			
Communicative function of behaviour understood			
Opportunities to teach new skills			

## Reactive Strategies

Identify responsive strategies which can be used in response to early warning signs or an escalating situation.

Early warning signs for this pupil are:

<b>Reactive Strategy</b>	<b>In Place</b>	<b>Action by whom</b>	<b>Appropriateness to be recorded</b>
Removal of trigger			
Distraction			
Calming time			
Take up time			
Give physical space			
Verbal support			
Use calm voice			
Redirection			
Physical intervention			
Other – be specific			

## Risk Assessment Summary

Challenging behaviour risk assessment summary for:		Completed by:		Completed on:	
Behaviour(s) causing Concern (i.e. inherent risk)	Seriousness (A, B or C)	Key preventative strategies (i.e. moderating action)		Key reactive strategies and residual risk remaining	

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Role: \_\_\_\_\_

Date: \_\_\_\_\_

End of Assessment

**Positive Handling Plan**

Pupil Name:

Date:

\_\_\_\_\_  
\_\_\_\_\_

People involved in developing this plan (must include parents/carers):

\_\_\_\_\_

Why does the child or young person require a PHP?

\_\_\_\_\_

Details of the strategies that:

Create the most appropriate environment for this pupil making it less likely that physical intervention would be required.

May de-escalate a situation.

Detail the hold or holds that would be used (if there were a need to hold the pupil firmly to prevent harm to themselves or others).

\_\_\_\_\_



Details the persons who are authorised by the head teacher to hold the pupil if necessary.

Name: _____	Name: _____
Name: _____	Name: _____
Name: _____	Name: _____
Name: _____	Name: _____

I, the parent/carer of \_\_\_\_\_ have discussed this positive handling plan  
and agree to \_\_\_\_\_ being held safely if their staff assess that there is no  
alternative for his/her own safety or the safety of others.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

On behalf of the staff of \_\_\_\_\_ school, I undertake to ensure

that we inform the parents/carers of \_\_\_\_\_ on each occasion that we have  
to hold safely.

Signed:  
Head Teacher:  
Date:

**Report of Incident Involving Physical Intervention Report of Incident Involving Physical Intervention**

School: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Time: \_\_\_\_\_

Pupil Involved: \_\_\_\_\_

Staff Involved: \_\_\_\_\_

Pupil Witnesses: \_\_\_\_\_

**Circumstances leading to the incident where restrictive physical intervention was used.**

Describe circumstances leading up to the incident.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

~~Describe all attempts to de-escalate the situation and avoid physical handling.~~

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Physical Intervention:**

Reason for using physical intervention

Was the pupil/staff concerned at risk of injury? YES/NO

Were other children liable to injury? YES/NO

Was property about to be damaged? YES/NO

Was the child trying to run away? YES/NO

Was good order/discipline being compromised? YES/NO

Was this used as part of a planned intervention? YES/NO

If Yes attach the Positive Handling Plan.

Describe the type of physical intervention used. If pupil was held, state approximate duration.

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If more than one member of staff was involved, each should record their actions separately and attach such records to this form. Any other records attached? Yes/No



## Incident Involving Restrictive Physical Intervention – Follow-up Action

a. Parents notified of incident.

Time: \_\_\_\_\_

Date: \_\_\_\_\_

By whom: \_\_\_\_\_

b. Post incident support for member of staff. \_\_\_\_\_ Post incident support for member of staff

Date: \_\_\_\_\_

Date: \_\_\_\_\_

By whom: \_\_\_\_\_

By whom: \_\_\_\_\_

c. Post incident support for pupil. \_\_\_\_\_

Post incident support for pupil. \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

By whom: \_\_\_\_\_

By whom: \_\_\_\_\_

d. Head teacher's overview of the incident.

- Could other preventative measures have been used? YES/NO
- Were reactive strategies effective? YES/NO
- Is the risk assessment still valid? YES/NO
- Should the plan be adapted? YES/NO

**Signed:**

**Headteacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**A copy of this report should be sent to your link Senior Educational Psychologist and to:**

Principal Educational Psychologist

DCS Headquarters

Trenchard Lines

Upavon

SN9 6BE

