

Castle Camps C. of E. (V.C.) Primary School



Restrictive Physical Intervention Policy

**Date Approved by the Governing Body: 22nd
September 2025**

Date for Review: September 2026

Restrictive Physical Intervention Policy

Supported by Cambridgeshire Therapeutic Thinking (formerly Steps)

BEHAVIOUR EXPECTATIONS AT CASTLE CAMPS PRIMARY SCHOOL

At Castle Camps Primary School, we believe that pupils need to be safe, know how to behave pro-socially and know that the adults around them are able to manage them safely and confidently. The use of restrictive physical intervention (RPI) will only be needed for a very small minority of pupils who demonstrate dangerous behaviour. On such occasions, acceptable, planned and agreed forms of intervention may be used.

The majority of pupils behave pro-socially and conform to the expectations of our school. We have a responsibility to operate an effective behaviour policy* that encompasses preventative strategies for tackling difficult and dangerous behaviour in relation to the whole school, each class and individual pupils.

All school staff will receive training to feel that they are able to manage difficult behaviour and have an understanding of what anti-social behaviours might be communicating. They need to know what options are available to them for managing dangerous behaviour.

Difficult behaviour

Behaviour that is anti-social, but not dangerous. It should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dangerous behaviour

Behaviour that is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

ACCEPTABLE FORMS OF PHYSICAL INTERVENTION AT CASTLE CAMPS PRIMARY SCHOOL

There are occasions when staff may have cause to have physical contact with pupils for a variety of reasons.

- Lap sitting (early years and primary)
- Physically separating a child from their parent
- Carrying
- Physically comforting a child
- Steering, guiding or escorting a child
- Comforting a pupil in distress (so long as this is appropriate to their age)
- Averting danger to pupil/s or staff in an emergency
- Praising a pupil
- For curricular reasons (for example in PE, drama etc.)
- In rare circumstances, restraining a child (RPI)

In all situations where physical contact between staff and pupils takes place, staff must consider:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location where the contact takes place

The pyramid below represents a graduated process of intervention for behaviour. The majority of pupils in our school and other education provision will have their needs catered for at the lower end of the pyramid.



RESTRICTIVE PHYSICAL INTERVENTION (RPI) DEFINITION

Restrictive physical intervention (RPI) is the term used to describe any method where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use 'reasonable force' to control or restrain pupils in circumstances that meet the following legally defined criteria:

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child's own property*)

There is no legal definition of 'reasonable force', though, there are two relevant considerations:

- *The use of force can be regarded as reasonable only if the circumstances of an incident warrant it*

- *The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.*

Seclusion is an approach to RPI which may only be **deemed acceptable in emergency situations**, for example, if a student is wielding a knife and cannot be part of a planned approach to managing behaviour.

The definition of physical force also includes the use of mechanical devices (e.g., splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, **although no physical contact may be made in the latter situations, this is still regarded as RPI.**

WHEN THE USE OF RPI MAY BE APPROPRIATE AT CASTLE CAMPS PRIMARY SCHOOL

Restrictive physical intervention may be used when all other strategies have been considered and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated and out of control, and need calming with a brief RPI that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions, such as preventing serious injury this duty must be an over-riding factor.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION AT CASTLE CAMPS PRIMARY SCHOOL

The named staff below (as well as the teachers employed at the school) are authorised by the Headteacher to have control of pupils and **must** be aware of this policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Headteacher has lawfully placed an adult in charge of children, then that adult will be entitled to use RPI within the given circumstances.

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to manage what can be very difficult situations and in which they exercise their duty of care for the pupils.

At times there may be a requirement to use RPI without a plan – this would be considered to be an **emergency situation**.

- preventing a child running into traffic/water
- preventing immediate harm to self or others e.g., a fight or significant destruction

Staff will be aware of ‘reasonable force’ and ‘proportionate response’. After such an incident, a full debrief of student, staff and witnesses should occur. A plan must be made, or review of the risk management plan must take place, to mitigate against a recurrence of the situation which led to the RPI. Trained or untrained staff have a duty to act in an emergency with unforeseeable risk of imminent harm.

Names of authorised staff: Miss O’Connor & Mrs French.

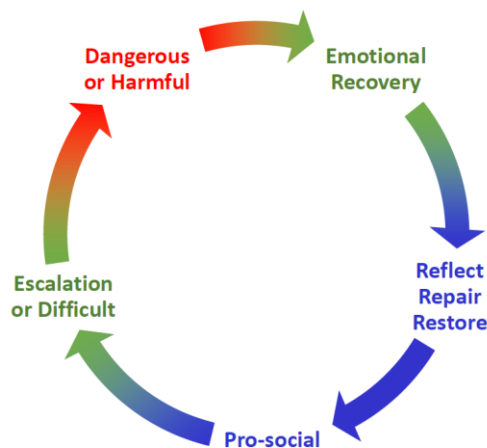
All teachers are authorised to use RPI in school under the direction of a senior team leader.

DEVELOPING AN INDIVIDUAL RISK MANAGEMENT PLAN AT CASTLE CAMPS PRIMARY SCHOOL

Our school behaviour policy plans for the majority of children. In addition, some children may require an individual risk management plan to formalise those strategies that differentiate from the whole-school policy.

When considering whether to complete a risk management plan for a pupil, we have completed a robust analysis of each pupil's behaviour, using a graduated response encompassing early prognosis and identification of what needs are being met through the behaviour (what is the *function* of the behaviour?), risk calculation to determine the seriousness and probability of behaviour, protective and educational consequences, conscious and subconscious behaviour analysis, anxiety mapping, predict and prevent planning and roots and fruits.

When writing a risk management plan, we take into account our planned responses for all the areas below:



We always ensure that the reflect, repair and restore stage:

- focuses on harm that has been done
- considers how the harm can be repaired
- looks at experiences, feelings and needs
- plans to ensure conflict is less likely to happen in the future.

The plan is regularly reviewed with staff, pupil (if appropriate) and parent/carers.

HOW RESTRICTIVE PHYSICAL INTERVENTION (RPI) IS RECORDED AT CASTLE CAMPS PRIMARY SCHOOL

The use of a restraint or restrictive intervention, whether planned or unplanned (emergency), must always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved in the incident, in a book with numbered pages.

The written record should include:

- the names of the staff and child or young persons involved;
- the type of restrictive intervention employed;
- the reason for using a restrictive intervention (rather than non-restrictive strategies);
- how the incident began and progressed, including details of the child 's behaviour, what was said by all those involved, and the steps taken to defuse or calm the situation; the degree of force used, how that was applied, and for how long;
- the date and the duration of the whole intervention;
- whether the child or young person or anyone else experienced injury or distress and, if they did, what action was taken.

All records should be open and transparent and enable consideration to be given to the appropriateness of the use of restraint.

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are always effective and comply with the law.

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their schools or college's restraint arrangement.

The nominated governor is:

NAME: Alison Mansfield (Safeguarding)

COMPLAINTS

It is intended that by adopting this policy and keeping parents and governors informed, we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

The following guidance on complaints following a RPI is from page 7 of the DfE 2013 document 'Use of reasonable force in schools' (ref: DFE-00295-2013).