



Physical Intervention Policy

'Building for Successful Futures'

Formally adopted by the Governing Board of	Fred Nicholson School
Chair of Governors	Hilary Bradshaw
Policy Holder	Headteacher
Policy Contributor	Heads/Leads of Areas
Last updated	Autumn 2020
To be Reviewed	Autumn 2021 (Full Committee)



Physical Intervention Policy

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Introduction

This policy provides a framework for the use of Physical Intervention within Fred Nicholson School and takes into account information provided in 2006 Education Act P93, and the 2012 Non statutory guidance from Dfe 'Use of reasonable force' as well as the DFES "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" in 2003.

Norfolk Steps practice is guided by Educator Solutions.

Paula Cross, Louisa Briston, Lisette Andrews, Emma Stevens, Michael Roach and Paige McDonnell, are qualified 'Step On' and 'Step Up' tutors. The tutors attend yearly refresher courses to maintain Tutor status. In-house training is used consistently to support a whole school approach to the use of appropriate positive handling strategies. A commonality of values is shared across the staff team which include; reducing the frequency of Restrictive Physical interventions (RPI's) and involving parents/carers in constructing Individual Risk Management Plans (IRMP's) to help provide positive outcomes for learners who present challenging behaviour, also taking information from their Personalised Learning Plan (PLP) and EHCP (Education and Health Care Plan).

As a staff we are reflective and always strive to provide positive outcomes for all members of our school community who have been involved in RPI. We believe that proactive intervention is always part of a broader educational strategy, with a clear rationale.

RPI practice is reported on termly by the Learning support staff and monitored and evaluated by the Headteacher and Governing Body. Central to this policy is the understanding that any Restrictive Physical Intervention used by staff must be in accord with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate, reasonable and necessary to the level of dangerous behaviour presented or the consequences.

It is essential that any discussion of Restrictive Physical Intervention (RPI) is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. The majority of the time there will be no need for Restrictive Physical Intervention and other methods can be used.



Aims

- Implement the 'Norfolk Steps' philosophy at Fred Nicholson School, ensuring the safety of children and staff.
- Ensure intervention provided is tailored to meet the needs of each individual.
- Ensure that all documentation to be used in relation to Norfolk Steps will support staff in meeting the needs of the children.

Broad Guidelines

'Norfolk Steps' techniques seek to avoid injury to the client but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.

A full and detailed explanation of the 'Norfolk Steps' approach is available from the tutors. Individual or group instruction is always available and is a planned part of our staff meetings cycle as well as the staff accreditation.

Process following RPI

Within 15 minutes of RPI finishing bound book needs to be filled in with.

- Pupil name
- Date
- Time
- Staff member reporting

This can be done in person or by phone call. Daytime bound book will be kept in the main office. Boarding bound book will be kept in the care office. The reporting staff member will be given a Report number - this needs to go on the Blue DRS.

A Blue DRS is to be filled in once the situation is resolved and before staff go off duty. This is specific to all situations where RPI is used. All staff involved during a RPI must be named on the DRS. Staff involved in RPI's, are entitled to a period for calming and recovery before re-engaging in normal duties. All staff involved in a RPI will be offered supervision by Steps Tutors or SMT. Staff are required to sign the form to indicate whether they have accepted the supervision offered or declined.

Complete negative Sleuth entry before staff go off duty – Any further information not included on the blue DRS.

Complete any further information in the bound book

It is vitally important that as soon as the child is ready after an incident a debrief for the child takes place. This is to ensure a learning process take place as an integrated part of RPI for children and staff. Its main aims are to continue the de-escalation process, to explore with the child how they and others were feeling and their responsibility for what happened, to identify alternative behaviours and strategies for the child to use.

Any children who have been affected by witnessing a RPI should be given the opportunity to discuss this with a relevant adult. This is recorded on a



Nagging Doubt form and will include the report number of the Blue DRS.

Risk Reduction

In the case of emergency interventions staff will make a dynamic risk assessment at the time comparing the risks associated with intervention against the risks of not intervening.

After RPI has been used with a child an Individual Risk Management Plan (IRMP) will be produced.

In the case of planned interventions staff involved with the child will be expected to make themselves familiar with this document.

An Individual Risk Management Plan will list strategies to maintain stable behaviours, strategies to be used for de-escalation as well as details of planned physical interventions to be used in specific situations.

Types of incident where the use of Reasonable force may be necessary fall into 2 Broad Categories:

- Action due to imminent risk of injury including absconding
- Action due to developing risk of injury or significant damage to property

In the Residential Provision RPI is only used in exceptional circumstances:

- To prevent injury to any person (including the child with whom RPI is being used)
- To prevent serious damage to the property of any person (including the child with whom RPI is being used)

Accepted Physical Interventions

Listed below are the accepted Norfolk Steps, Step UP techniques Norfolk Steps Tutors can be trained to teach. Staff are trained to a level of audited need.

- Arm safe disengagement;
- Neck safe disengagement;
- Clothing, hair and bite responses.
- Offering an arm
- Supportive hug (used for comfort or praise) (called a safe hug at FNS)
- Supportive arm
- Open mitten guide
- Open mitten escort (1 or 2 person)
- Elbow Tuck Lone Worker (Only where other staff are not available and not seated on chairs with backs)
- Elbow Tuck Paired
- Elbow tuck Figure of Four
- Elbow Tuck Braced (not seated on chairs with backs)

Where there is an audited need for a higher level of training, Norfolk Steps Principle tutors will be contacted to provide further training for relevant staff.



Links to Other Policies

Promoting Positive Behaviour
Pupil Support Unit
LSC & Reflection room

Equality Impact Statement

The Headteacher has reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

Policy Approved by:

Headteacher

*To be ratified on 09.12.20