

# RPI Policy

'Together we unlock potential and learn for life'



This policy was approved by the Governing Body of Moor First School at their meeting on:

Signed .....Chair of Governors

Signed .....Headteacher

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## 1. Introduction

Moor First School recognises the right of every person to be protected from harm. The school seeks to protect all children against unnecessary, inappropriate, excessive, or unlawful physical intervention. Staff are supported in maintaining good order and discipline while minimizing risks of false accusations and ensuring confidence in handling difficult situations. Parents and carers are involved in the behavioural management of their children, and serious incidents are reported and recorded.

## 2. Purpose of Policy

The policy aims to ensure good relationships between staff and pupils, promoting safety and well-being. In exceptional circumstances, reasonable force may be required to prevent harm or maintain order. Staff are trained to understand their responsibilities and use physical intervention only as a last resort.

## 3. Definitions

- **Physical Contact:** Proper physical contact, such as comforting pupils or assisting in physical activities.
- **Physical Intervention:** Minimal force used to guide or lead a pupil away from disruptive actions.
- **Physical Control/Restraint:** Use of reasonable force in situations of immediate risk to pupils, staff, or property.
- **Seclusion:** Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others.

## 4. Underpinning Values

Everyone at Moor First School has the right to:

- Recognition of their unique identity.
- Respect and dignity.
- A safe learning and working environment.
- Protection from harm, violence, and abuse.

Pupils and parents have the right to:

- Individual consideration of needs.
- Information about school rules, policies, and expected conduct.

- Access to the school's complaints procedure.

## **5. Authorised Staff**

- Teachers and LSAs are authorised to use physical contact as defined in this policy.
- Only trained staff (via the Crisis Prevention Team) may use reasonable force.
- The Headteacher maintains a list of authorised staff and ensures training is provided.
- Volunteers, parents, and supply staff are not authorised unless trained and familiar with the policy.

## **6. Staff from the Authority Working Within the School**

Staff from external services must adhere to Moor First School's policy while on school premises.

## **7. Training**

Training for authorized staff is provided and managed by the Headteacher. No staff member will be expected to use reasonable force without appropriate training. Training is part of staff induction and ongoing development.

## **8. Strategies for Dealing with Challenging Behaviour**

Staff use positive strategies to encourage acceptable behaviour and resolve conflicts without harm. Approaches include verbal warnings, de-escalation techniques, and physical intervention as a last resort.

## **9. Escalating Situations**

Reasonable force may be used to prevent:

- Self-injury or injury to others.
- Serious damage to property.
- Criminal offenses.
- Behaviour compromising good order and discipline.

## **10. Types of Incidents**

Physical intervention may be necessary in situations such as:

- Self-defence or imminent risk of injury.
- Developing risk of injury or property damage.

- Persistent refusal to follow instructions or disruptive behaviour.

## **11. Seclusion**

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 13 of this policy.

## **12. Acceptable Measures of Physical Intervention**

Physical intervention must:

- Be warranted by the circumstances.
- Use the minimum force necessary.
- Consider the pupil's age, understanding, and gender.
- Be likely to achieve the desired result.

Examples include blocking a pupil's path, escorting, or using recognised Team Teach techniques in extreme cases.

## **13. Recording**

All incidents involving physical intervention must be recorded using Form RF1, including:

- Details of the incident.
- Actions taken.
- Witnesses.
- Outcomes, injuries, or property damage.

Reports are shared with parents/carers and stored securely.

Parents must be informed as soon as practicable after the incident and schools should endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:

- it appears to the staff member that doing so would be likely to result in serious

harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

#### **14. Action After an Incident**

The Headteacher will review and investigate incidents. Further actions may include:

- Child Protection Procedures.
- Staff or pupil disciplinary procedures.
- Exclusions or behaviour policy measures.

Staff involved will be kept informed and supported.

#### **15. Complaints**

Complaints about staff will be handled under the school's Complaints Procedure. The Chair of Governors will be informed, but other governors will not be involved unless necessary.

#### **16. Monitoring of Incidents**

All incidents involving reasonable force will be documented and monitored to ensure correct procedures are followed. Patterns and trends will be evaluated to address pupil needs and improve practices.

Governing bodies and proprietors should regularly review and interrogate data on restrictive interventions to ensure school leaders:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

**Moor First School Physical intervention/Seclusion Report**

**Seen by Headteacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Section A**

**Name of Child:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Year Group:** \_\_\_\_\_

**Place:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Names of Staff Involved:** \_\_\_\_\_

**Any relevant needs/circumstances of the pupil:**

\_\_\_\_\_

**Names of Witnesses:** \_\_\_\_\_

**Reason for Intervention**

(Please tick all that apply)

<b>Reason</b>	<b>Tick</b>
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Immediate danger of personal injury to self

Immediate danger of injury to another person

Disruption to other pupils

Fighting

Assault

Verbal threats

Accidental

To avoid damage to property

To prevent/interrupt absconding

Off-site

Within grounds

**Describe the Lead-Up to the Incident/Behaviour including potential triggers (if known) :**

**De-escalation Techniques Used**

(Please tick all that apply)

<b>Technique</b>	<b>Tick</b>
Verbal advice and support	
Humour	
Distraction	
Reassurance	
Options offered	
Step away	
Calm talking	
Time out offered	
Time out directed	
Non-threatening body language	
Other (please specify): _____	

**Details of the Incident**

(Please tick all that apply)

<b>Action Taken</b>	<b>Tick</b>
Remained in class	
Time out	

**Action Taken      Tick**

Returned to class

**Section B**

(To be filled in if physical controls were used)

**Forms of Physical Control Used :** (Please tick all that apply)

**Form of Physical Control                      Tick**

Held by 2 or more

Friendly hold

Figure of four hold

Holding only

Single elbow

Wrap – for smaller child

Guided escort

Double elbow

Shield

Taken to floor – sitting/kneeling/prone

Inside double elbow

**Approximate Duration of Physical Control:** \_\_\_\_\_

**Medical Intervention (Where Appropriate)**

**Injury Suffered by Child    Tick**

Yes

No

**Child Checked By:** \_\_\_\_\_

**Treatment Required Tick**

Yes

**Treatment Required Tick**

No

**Specify Treatment:**

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**Referred to First Aider: Yes No**

**Referred to G.P. : Yes No**

**Hospital: Yes No**

**Parent/Carer Informed By: Phone Letter In person**

**Injury Suffered by Staff: Yes No**

**Damage to Property: Yes No**

**Specify Details:**

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**Action Taken/post incident support**

(Please tick all that apply)

**Action**

**Tick**

Follow-up talk

Recommend part-time

Review meeting

Complete work missed

Referred to Police

Exclusion

Returned to class

Letter to Parent/Carer

Other sanction (please specify): \_\_\_\_\_

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

This report is to be completed immediately following the incident and signed by all staff involved and the Headteacher. Copies will be placed in the pupil's file, recorded on the Safeguarding platform and the school's general file on the use of reasonable force. Parents/carers will be informed, and the incident will be discussed with them.