

Applecroft School



Reducing the Need for Restrictive Intervention in Schools Policy

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Policy is based on the model policy of the same name from Hertfordshire County Council.

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Reducing the Need for Restrictive Intervention in Schools Policy

1) Introduction:

School Vision

'To create a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

At Applecroft School, we believe that every child and young person has a right to be treated with respect and dignity, deserves to have their needs recognised and be given the right support. All school staff need to be able to safely manage behaviour and understand what a child (or young person) is seeking to communicate through difficult or dangerous behaviours.

Parents and carers need to:

- know that their children are safe at school;
- be properly informed if their child is the subject of a restrictive intervention (including the nature of the intervention); and
- know why a restrictive intervention has been used.

This policy should be read in conjunction with:

- the behaviour and discipline policy;
- the staff Code of Conduct;
- the child protection policy;
- the children missing from education policy; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

This policy is designed to reduce the incidents of, and the risks associated with restrictive interventions - and to eliminate unnecessary and inappropriate use of restraint.

National Guidance:

This policy is based on the principles set out in, and is prepared to supplement, Government guidance:

DfE: Guidance on Use of Reasonable Force July 2013:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

DfE and DHSC: Reducing the need for restraint and restrictive intervention, July 2019:
<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

DfE: Keeping Children safe in Education, September 2023:
[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

DfE: mental health and behaviour in schools November 2018:
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

DfE: Behaviour in Schools. Advice for head teachers and school staff, September 2022:
[Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-in-schools)

The use of restrictive intervention **will only be needed for a very small minority of children** or young people. We know that the use of restraint and restrictive interventions are traumatising and this particularly so for children, who are still developing both physically and emotionally and have long-term consequences on the health and wellbeing of children and young people. It can also have a negative impact on staff who carry out such interventions.

Children and young people with learning disabilities, autistic spectrum conditions or mental health difficulties may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others and are at a heightened risk of restrictive interventions. Wherever possible, restrictive interventions should be avoided and proactive, preventative, non-restrictive approaches adopted.

Whenever considering restrictive interventions, the key question for everyone involved with children and young people whose behaviour is difficult or dangerous should be:

"What is in the best interest of the child and/or those around them in view of the risks presented?"

A positive and Proactive Approach to Behaviour:

We operate a clear behaviour policy for meeting children and young people's individual needs, promoting positive relationships and emotional wellbeing.

Behavioural difficulties may signal a need for support and it is essential to understand what the underlying causes are. For example, a child or young person may exhibit such behaviours as a result of a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. Behavioural difficulties may also reflect the challenges of communication, or the frustrations faced by children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties - who may have little choice and control over their lives. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome and schools have a duty to explore this vulnerability and provide appropriate support.

Behaviour that escalates and becomes difficult or dangerous may result from the impact of a child or young person being exposed to challenging or overwhelming environments, which they do not understand, where positive social interactions are lacking, and / or personal choices are limited. Children and young people exhibiting difficult or dangerous behaviours need support and differentiation of teaching and learning to have their needs met and to develop alternative ways of expressing themselves that achieve the same purpose but are more appropriate.

We use behaviour analysis to understand children and young people's needs and the causes of poor emotional wellbeing.

By anticipating situations that may cause distress, and agreeing the steps to address them, whilst assessing, managing and reducing risk it is possible to reduce the use of restraint or restrictive intervention.

We aim to reduce restrictive practices by the proactive use of risk reduction plans drawn up with the involvement of the child/ren and their parents/carers. Co-produced risk reduction plans aim to better understand the experiences of parents and children as well as agree the steps that should be taken to avoid escalation and promote emotional wellbeing.

Our Behaviour and Discipline policy sets out the steps we will take as a school to ensure that we comply with the provisions of the Equality Act 2010.

2) Definitions:

The term **child** refers to all children and young people under the age of 18.

The term **physical intervention** is used to describe contact between staff and a child (or children) where no force is involved e.g. comfort, affirmation, facilitation.

The terms **restrictive intervention** and **restraint** are used interchangeably in this policy to refer to:

- planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently; and
- the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so).

In this policy restrictive interventions and restraint can include, depending on the circumstances:

- **Physical restraint:** a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person.
- **Restricting a child or young person's independent actions,** including removing auxiliary aids, such as a walking stick, or coercion, including threats involving use of restraint to curtail a child or young person's independent actions.
- **Mechanical restraint:** the enforced use of mechanical aids such as belts, cuffs and restraints forcibly to control a child or young person's individual movement.
- **Withdrawal:** removing a child or young person involuntarily from a situation which causes anxiety or distress to themselves and/or others and taking them to a safer place where they have a better chance of composing themselves. We also refer to this concept below as Imposed Withdrawal.
- **Forceable seclusion:** supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the containment of severely dangerous behaviour which poses a risk of harm to others.

Although it may not be necessary to make physical contact in cases of Withdrawal (Imposed Withdrawal) or Forceable seclusion, these are still regarded as forms of restrictive intervention.

The term **difficult** used throughout this policy refers to behaviour that a child or young person displays that does not cause harm or injury. Staff may find these behaviours challenging.

The term **dangerous** used throughout this policy refers to behaviours that cause evidenced injury to self or others, damage to property, or committing a criminal offence.

The term '**parent**' used throughout this policy refers to all those with parental responsibility, including parents and those who care for the child (as defined in section 576 of the Education Act 1996). Where there is a Care Order in force (within the meaning of section 31 of the Children Act 1989), the local authority has the power to restrict the exercise by the child's parents of their parental responsibility, if the welfare of the child so requires.

3) Acceptable Forms of Physical Intervention:

There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with children or young people; however, it is crucial that this is appropriate to their professional role and in relation to the child's individual needs.

Occasions where staff may have cause to have physical intervention with a child may include:

- To comfort a child in distress (so long as this is appropriate to their age);
- For affirmation/praise;
- To gently direct a child or young person;
- For curricular reasons for example in PE, Drama, etc.;
- First aid and medical treatment;
- In an emergency to avert danger to the child.

Not all children feel comfortable with certain types of physical contact; this should be recognised and, wherever possible, adults should seek the child's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.

Staff should acknowledge that some children are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the child.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with a child, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and children takes place, staff must consider the following:

- The child's age and level of understanding;
- The child's individual characteristics and history;
- The duration of contact;
- The location where the contact takes place (it should not take place in private without others present);
- The purpose of the physical contact and
- Applecroft's Appropriate Touch Guidance (see Appendix 1).

Physical intervention must not become a habit between a member of staff and a child. Physical intervention should always be in the child's best interest and staff must have an awareness of children and young people who may not have secure primary attachments. Staff must have an awareness of the need to differentiate physical intervention to ensure that children or young people are able to distinguish and separate the attachment to staff (who are transient adults in their life) from the primary attachment to key adults such as parents and siblings.

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact **must not** be made with the child or young person's neck, breasts, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct policy and Safer Recruitment Consortium document, **Guidance for safer working practice for those working with children and young people in education settings (September 2019)** available here: *Policy is based on the model policy of the same name from Hertfordshire County Council.*

http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

4) Restraint or Restrictive Interventions:

Restraint or restrictive interventions may be used when all other strategies have failed, and therefore **only as a last resort**. All staff should focus on promoting a positive and proactive approach to behaviour and emotional wellbeing, including de-escalation techniques (appropriate to the child), to minimise the likelihood of, and avoid the need to use, restraint.

There will, however, be times when the only realistic response to a situation will be a planned restraint or restrictive intervention.

Before implementing a planned restraint or restrictive intervention it is necessary to undertake a careful risk assessment. This will need to include a record of the child's needs (including their vulnerabilities, learning disabilities, medical conditions and impairments), evidence of the risks to self and others (Annex 4 – Audit of need) and the extent to which a restrictive intervention would be in the child's best interests.

If it is necessary to undertake a restrictive intervention, then staff should employ the planned and agreed approaches/techniques as set out in the child's individualised risk reduction plan (Annex 3 – Therapeutic Plan / Risk Reduction Plan).

The planned intervention will be based on the following principles:

- The assessment of risk to safeguard the individual or others i.e. restraint will only be used where it is necessary to prevent the risk of serious harm, including injury to the child, other children, staff or the or the school community (as opposed to if no intervention or a less restrictive intervention was undertaken);
- An intervention will be in the best interests of the child - balanced against respecting the safety and dignity of all concerned;
- Restraint will never be used to force compliance or with the intention of: inflicting pain, suffering or humiliation;

- If restraint is appropriate then techniques used will be reasonable and proportionate to the specific circumstances and risk of seriousness of harm; they will be applied with the minimum force needed, for no longer than necessary, by appropriately trained staff;
- When planning support and reviewing any type of planning document that references restraint or restrictive interventions (such as risk reduction plans) children, parents and where appropriate (for example, where the child or parent/carer wants it) advocates should be involved.

In an emergency, such as a child running into a road, or a child attacking a member of staff and refusing to stop when asked, then reasonable force may be necessary. This would be an unplanned intervention which:

- requires professional judgement to be exercised in difficult situations, often requiring split-second decisions in response to unforeseen events or incidents where trained staff may not be on hand;
- will include judgements about the capacity of the child at that moment to make themselves safe;
- requires responses which are reasonable and proportionate and use the minimum force necessary in order to achieve the aim of the decision to restrain.

An unplanned intervention should trigger a multidisciplinary discussion to look at what support is needed to reduce the risk of future incidents. Staff should update and/or implement a new risk reduction plan depending on the circumstances of the unplanned incident.

Staff should not be expected to put themselves in danger and that removing other children and themselves from escalating situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for all children or young persons.

The circumstances when reasonable force may be used will need to meet the following criteria:

- To prevent a child from committing a criminal offence (this applies even if they are below the age of criminal responsibility);
- To prevent a child from injuring themselves or others;
- To prevent or stop a child or young person from causing serious damage to property (including their own property).

Legal defence for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate and necessary.

Staff should have reasonable grounds for believing that restraint is necessary to justify its use. They should only use restraint where they consider it is necessary to prevent serious harm, including risk of injury to the child or young person or others. Staff should use their professional judgement to decide if restraint is necessary, reasonable and proportionate.

Since children are developing both physically and psychologically this makes them particularly vulnerable to harm. The potentially serious impact of restraint on their development requires that the child's best interests is the paramount consideration when reaching a decision on whether to, and how to, restrain a child. However, this does not mean that the child's best interests automatically take precedence over other considerations such as other people's rights, but they must be given due weight in the decision.

Deprivation of liberty or segregation

Deprivation of liberty is unlawful – unless sanctioned by process of law (Mental Health Act 1983, Mental Capacity Act 2005 – Deprivation of Liberty Safeguards) and / or by way of court order (inherent jurisdiction – or s16 Mental Capacity Act Order);

Mental Capacity Act Code of Practice:

<https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice>

5) Assessing and Managing Risks:

Staff will use the minimum force needed to gain safe outcomes.

Restrictive intervention which have any of the following 3 effects are wholly inappropriate:

- If there is a negative impact on the process of breathing;
- The child feels pain as a direct result of the technique;
- The child feels a sense of violation.

Clearly the use of a restraint technique that negatively impacts on a child's breathing presents a real risk of causing serious harm.

The following interventions have elevated risks and can result in a sense of violation, pain or restricted breathing and must be avoided:

- The use of clothing or belts to restrict movement;
- Holding a person lying on their chest or back;
- Pushing on the neck, chest or abdomen;
- Hyperflexion or basket type holds;
- Extending or flexing of joints (pulling and dragging).

The following can result in significant injury and must also be avoided:

- Forcing a child or young person up or down stairs;
- Dragging a child or young person from a confined space;
- Lifting and carrying;
- Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency).

The principles relating to Restrictive Intervention are as follows:

- Restrictive intervention will only be used in circumstances when one or more of the legal criteria for its use are met;
- Restraint or restrictive intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions;
- Staff will take steps in advance to avoid the need for restrictive intervention through dialogue and diversion;
- The child will be warned, at their level of understanding, that restrictive intervention will be used unless they stop the dangerous behaviour;
- Staff will use the minimum force necessary to ensure safe outcomes;

- Staff will only use force when there are good grounds for believing that immediate action is necessary and that it is in the child's and/or other children's best interests for staff to intervene physically;
- Staff will be able to evidence that the intervention used was a reasonable response to the incident;
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses;
- As soon as it is safe, the restrictive intervention will be relaxed to allow the child to regain self-control;
- Escalation will be avoided at all costs;
- The age, understanding, and competence of the individual child will always be considered;
- In developing a risk reduction plan, consideration will be given to approaches appropriate to each child or young person's circumstance;
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing children or young persons and staff after every incident of restrictive intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

6) Developing a Risk Reduction Plan at Applecroft School:

If a child is identified as presenting a risk that restraint or restrictive intervention may be required, a risk reduction plan will be completed. This plan will help the child and staff to avoid situations that escalate through understanding the factors that influence the behaviour and identifying the early warning signs in an effort to manage and reduce risk.

The plan will include:

- "Therapeutic tree" (also known as "Roots and Fruits") to explore the link between experiences, feeling and behaviours (Annex 1)
- Anxiety analysis to understand the factors that underlie or influence the behaviour as well as the triggers for it (e.g. staff, peers, activity, location etc. Annex 2)
- Analysis of both conscious and subconscious behaviour with solutions and differentiation of environment or teaching and learning
- An understanding of the wider causes of behaviours - such as those that stem from medical conditions, sensory issues and unmet need or undiagnosed conditions
- Recognition of the early warning signs that indicate that poor emotional wellbeing is beginning to emerge
- Alternatives to restraint, including effective techniques to de-escalate a situation and avoid restrictive interventions
- Details of the safe implementation of restraint, including how to minimise associated risks, particularly taking into account the growth and development of children and young people
- Details of a communication plan with the children including for those who are non-verbal (including those with speech, language and communication needs)
- Co-produced with parents/carers and the child to ensure their views and experiences are considered

- A dynamic risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- Explanation of how to record any planned or unplanned interventions
- How to find the record in school of risk reduction options that have been examined and discounted, as well as those used (Annex 5)
- A clear description stating at which point a restrictive intervention will be used
- Identification of key staff who know exactly what is expected and how to build positive relationships
- A system to summon additional support if needed
- Identification of training needs or unresolved risk factors
- *Medical advice about the safest way to hold a child or young person with specific medical needs may also be sought if necessary.*

Please refer to the Annex for a risk reduction plan format.

7) Training and Development of Staff:

Guidance and training are essential in this area. At Applecroft School, we adopt the best possible practice and provide training for all staff at several levels including:

- Awareness of issues for trustees, staff and parents/carers,
- Positive behaviour management - all staff,
- Emotional well-being and trauma informed practices - all staff,
- Managing conflict in difficult situations - all staff.

Training and development play a crucial role in promoting positive behaviour and supporting those whose poor emotional wellbeing has the risk of becoming difficult or dangerous. Settings have a statutory responsibility to enable staff to develop the understanding and skills to support children and young people and help parents to secure consistent approaches.

'Hertfordshire Steps' is the foundation of our thinking and the umbrella that all other training sits within. Hertfordshire Steps training covers two distinct developmental areas:

'Therapeutic Thinking' (previously known as "Step On") - (De-escalation training) - It is considered best practice that all teachers, Learning Support Assistants and Midday Supervisory Assistants complete this de-escalation training. 'Therapeutic Thinking' / 'Step On' is a therapeutic approach to behaviour management, with an emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

'Principles of Restrictive Physical Intervention' (previously known as "Step Up") - (Restrictive intervention training). This provides training on elements of restrictive intervention (restraint) and personal safety. This training can only be provided within services where staff have already completed 'Therapeutic Thinking' / 'Step On' training and are still within certification. **Restrictive Physical Intervention training is only delivered where there is an identified need for an individual child who displays dangerous behaviour.**

Additional training will be tailored to take account of the needs of the children and young people being taught and/or cared for and the role of the specific tasks that staff will be undertaking.

8) Recording and Reporting:

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 trustee is the Chair of Trustees (Louise Gardner)

9) Complaints:

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Trustees. Where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

Therapeutic Tree (Roots and Fruits)

Analysis tool to explore behaviours, feelings and experiences

Therapeutic Tree (Roots and Fruits)

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours

Anti-social / negative feelings

DEFAULT

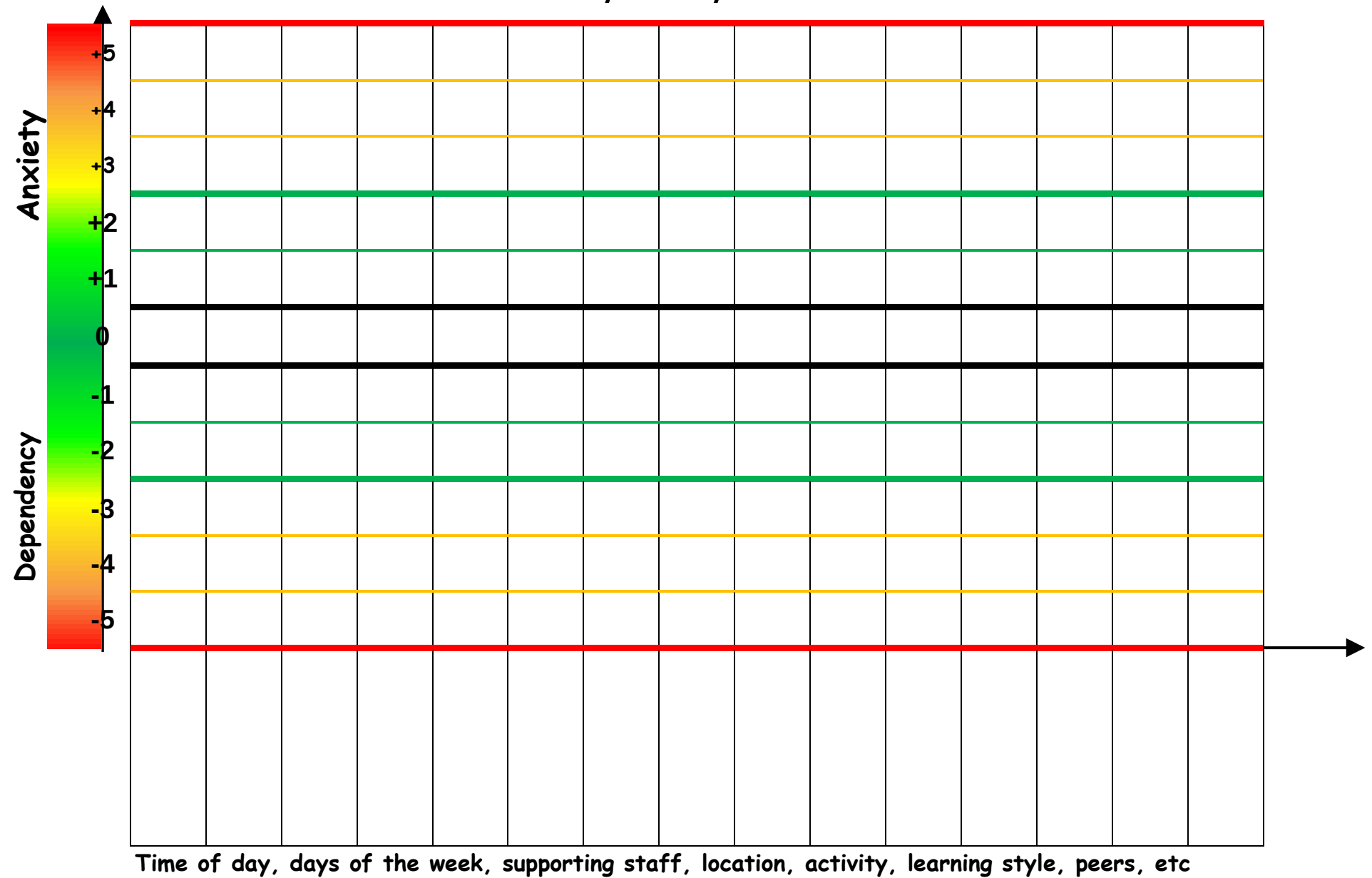
Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences

Anxiety Analysis

Anxiety Analysis



Evidence of Differentiation

	S c o r e	Predict Staff/Location/Activity/Peers/Time	Prevent Adaptations (including protective consequences)	Progress Adaptations (including educational consequences)
Increased Anxiety	+ 3 - + 5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	+ 2	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	0			
Increased dependency	- 2	Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	- 3 - 5	Unable to cope without: 1. 2. 3. 4.	What will manage the over-dependency: 1. 2. 3. 4.	How will we teach and monitor the reduction of over-dependency: 1. 2. 3.

Therapeutic Plan / Risk Reduction Plan

For assessing and managing foreseeable risks for child or young persons who are likely to need Restrictive Intervention

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources - e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources - e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan.

Individual Therapeutic Plan / Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers):
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Audited Need for Identifying Restrictive Intervention or Restraint Needs

Name:	DOB:	Age:
Sex / gender:	Cultural heritage:	Diagnosis (if known):
How well equipped is the school/setting to manage this inclusion (position in circles)? Summary of the risks posed to self and others by the behaviour of concern.		
Is the Therapeutic Tree / Roots and Fruits updated		
Experiences affecting the child		
Feelings affecting the child		
Physical characteristics (height, weight, physical differences)		
Additional risk factors (medical or emotional diagnosis or needs, substance misuse etc.)		
Any known developmental issues		
Communication differences (visual or hearing impairment, adaptive communication, any known sensory processing issues)		
Is the therapeutic plan / risk reduction plan updated?		
Context or triggers (high risk times, places, people activities)		
De-escalation options to use (unusual strategies that are effective)		
De-escalation options to avoid (common strategies that have proved ineffective)		
Principle of 'last resort' why may de-escalation be ineffective (triggers are hidden, difficulty in communicating)		
Staff matching (who is best to de-escalate, who is safest for involvement with RPI)		
Training needs (does anybody require additional training in de-escalation, RPI, Communication)		

JUSTIFICATION (what harm will be prevented at what level)
Environmental Risk Assessment (necessary changes chairs etc., limited access)
Student Shape (standing, seated on chairs, seated on the floor)
Adult shape (standing, kneeling, seated in chairs)
Destination technique (elbow tuck lone worker, elbow tuck figure 4, etc.)
Transitions (describe the messy bits, taking hold, letting go etc.)
What makes it safe? (reminders of detail)
What makes it effective? (reminders of detail)
Social validity (how will it feel for the child, how will it look to others)
How has the person (or their advocate) been consulted with and contributed to this assessment?
Protective consequences (limits to freedom to CONTROL risk of harm)
Educational consequences (how are we going to TEACH internal discipline)
Unresolved risk factors (issues for management)

Restrictive Intervention Record Form

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Student Name:</td> <td></td> </tr> <tr> <td>D.O.B:</td> <td></td> </tr> <tr> <td>Reporting Member of Staff:</td> <td></td> </tr> </table>	Student Name:		D.O.B:		Reporting Member of Staff:		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Location of Incident:</td> <td></td> </tr> <tr> <td>Time and Date of Incident:</td> <td></td> </tr> </table>	Location of Incident:		Time and Date of Incident:	
Student Name:											
D.O.B:											
Reporting Member of Staff:											
Location of Incident:											
Time and Date of Incident:											

Justification for physical intervention (tick all that apply): <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>To prevent harm to self</td> <td style="text-align: center;">☐</td> </tr> <tr> <td>To prevent harm to other children</td> <td style="text-align: center;">☐</td> </tr> <tr> <td>To prevent harm to adults</td> <td style="text-align: center;">☐</td> </tr> <tr> <td>To prevent damage to property</td> <td style="text-align: center;">☐</td> </tr> <tr> <td>To prevent loss of learning (see plan)</td> <td style="text-align: center;">☐</td> </tr> </table>	To prevent harm to self	☐	To prevent harm to other children	☐	To prevent harm to adults	☐	To prevent damage to property	☐	To prevent loss of learning (see plan)	☐	Predicted harm prevented by physical intervention with predicted levels (see Individual Plan) E.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 child or young person's etc.)
To prevent harm to self	☐										
To prevent harm to other children	☐										
To prevent harm to adults	☐										
To prevent damage to property	☐										
To prevent loss of learning (see plan)	☐										

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Unresolved Harm/ Details of damage to property (costs and details of harm to property and people including medical intervention:

Triggers:
Additional factors:

Management:	Comments:
How was the incident resolved?	
What were the Consequences? Protective and Educational	
Has student reparation/ de-brief taken place?	Y/N
Has staff de-brief taken place?	Y/N
Has the Risk Management plan been reviewed or updated?	Y/N
Was there Police involvement?	Y/N
Has there been Internal Exclusion / FTEX / PEX?	Y/N

Primary de-escalation techniques used
(please state order in which they were used)

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	
Number	Description of how technique was employed		
1			
2			
3			
4			
5			

Restraint techniques including sequence of techniques, time and staff involved:

Time	Technique	Shape	Staff name
Duration of restraint:		Duration of incident:	

Is there any physical mark or harm caused by the use of restraint?	Y/N	Details:
Has the student indicated that this was caused by the use of physical intervention?	Y/N	Actions: • •

Incident reporting and monitoring	
Incident reported to: Head Teacher by:	
Parents / Carer informed by:	@
Student wellbeing verified by:	@
Staff wellbeing verified by:	@
Incident form completed by:	@

Verification of account of incident:		
Staff name	Staff signature	Date

Reporting staff name: _____ Signature: _____

Incident form coordinator check signature: _____ Date: _____

Applecroft School - Appropriate Touch Guidance:

At Applecroft School, we recognise that appropriate physical contact with pupils can be necessary and beneficial in supporting their safety, wellbeing, and development. Staff are expected to use professional judgement at all times and ensure that any physical contact is appropriate, proportionate, and in the best interests of the child.

Principles

- All physical contact must be **safe, respectful, and appropriate** to the age, needs, and understanding of the pupil;
- Contact must never be for the purpose of personal gratification or in a way that could be misinterpreted;
- Staff must remain mindful of pupils' individual backgrounds, cultural differences, any relevant Special Educational Needs & Disability Needs (SEND) and personal boundaries;
- Wherever possible, staff should seek the pupil's consent and explain the reason for the contact.

Types of Appropriate Touch

The following are examples of appropriate physical contact that may be authorised in school:

1) Comfort and Reassurance

- Gently placing a hand on a pupil's shoulder or upper back to reassure or comfort,
- Offering a brief, appropriate side hug (where a pupil initiates or clearly needs comfort),
- Supporting a distressed child in a calm and sensitive manner.

2) Praise and Encouragement

- A brief pat on the shoulder or upper arm to acknowledge effort or achievement,
- Age-appropriate gestures such as a high-five, fist-pump or handshake.

3) Educational and Instructional Support

- Guiding a pupil's hands during activities (e.g. handwriting, use of equipment) where necessary for learning,
- Supporting younger children with tasks that require physical guidance.

4) Health, Safety, and Care

- Administering first aid in accordance with training,
- Assisting with personal care (e.g. toileting, changing clothes) where this is part of agreed care plans or necessary due to age or need,
- Intervening to prevent injury, harm, or damage to property.

5) Physical Education and Practical Activities

- Demonstrating or assisting with physical movements, ensuring contact is minimal and appropriate,
- Supporting pupils safely during sports, dance, or use of equipment.

Situations Requiring Particular Care:

Staff should exercise additional caution:

- When a pupil is vulnerable or has additional needs,
- With older pupils, where perceptions of touch may differ,
- When working one-to-one; wherever possible, ensure visibility to others.

Prohibited or Inappropriate Touch:

The following are not permitted:

- Any form of physical contact that could be perceived as sexualised or intrusive,
- Rough handling, forceful contact (except where reasonable force is necessary to prevent harm),
- Touching intimate areas except in exceptional circumstances relating to care needs and in line with safeguarding procedures.

Recording and Reporting:

- Any physical intervention beyond routine contact should be recorded in line with school procedures on CPOMs,
- Staff must report any concerns, incidents, or misunderstandings regarding physical contact to the Designated Safeguarding Lead (DSL).

Conclusion:

Appropriate touch can be a positive part of effective teaching and pastoral care when used sensitively and professionally. All staff share responsibility for ensuring that pupils feel safe, respected, and supported at all times.