



HOPEBRIGHT
S C H O O L

Restrictive Physical Intervention (RPI) Policy

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RESTRICTIVE PHYSICAL INTERVENTION (RPI) POLICY

Hopebright School Bolton is committed to safeguarding and promoting the welfare of children and young people and requires all staff to act in the best interests of pupils at all times.

1. Introduction

Hopebright School Bolton recognises its duty under the Education Act 2002 to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children and complies with the Independent School Standards Regulations.

Hopebright School Bolton acknowledges the obligations associated with the Children Act 1989, the Human Rights Act 1998, the Equality Act 2010 and the United Nations Convention on the Rights of the Child.

The school also has regard to current Department for Education guidance on the use of reasonable force and other restrictive interventions in schools, effective from April 2026, and HM Government guidance 'Reducing the Need for Restraint and Restrictive Intervention: Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings'.

We follow current statutory guidance including Keeping Children Safe in Education, Working Together to Safeguard Children, HM Government advice 'What to do if you're worried a child is being abused' and the Local Safeguarding Children Partnership's policies, procedures, guidance and protocols.

We also recognise the importance of effective health and safety management in compliance with the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999; and acknowledge our responsibility for ensuring the health, safety and welfare of all those we work with, especially our employees, pupils and visitors to our premises.

We will take immediate action where we believe an individual may be at risk, or where it is alleged that a child is suspected of being abused. Our primary concern, at all times, is the welfare and safety of all members of Hopebright School Bolton's community, including pupils, staff and visitors.

This policy and all associated procedures apply to all staff, including consultants, agency staff, volunteers, students on placement and any other individual working for, or on behalf of Hopebright School Bolton, and pupils; and should be read in conjunction with other safeguarding and employment policies including, but not limited to:

- Administration of Medication Policy
- Anti-Bullying Policy
- Compliments and Complaints Policy
- Child Protection Policy
- Curriculum Policy
- Driver and Vehicle Policy
- Drugs, Alcohol and Tobacco Policy
- Equality and Diversity Policy



- Online Safety and Multi-Media Policy
- Exclusion Policy
- Grievance Procedure
- Health and Safety Policy
- Behaviour Policy
- Missing from Education Policy
- Off-Site Visits Policy
- Recruitment and Selection Policy
- Safe Working Practice Policy (Code of Conduct)
- Searching, Screening and Confiscation Policy
- Use of Quiet/Reflection Rooms Policy
- Whistle Blowing Policy

Failure to comply with these policies and procedures may result in disciplinary action, which might include summary dismissal and referral to the Disclosure and Barring Service and the Teacher Regulation Agency, where appropriate, or termination of agreement or contract.

2. Roles and responsibilities

The proprietor/governing body of Hopebright School Bolton endorses this policy and has delegated responsibility for its effective operation to the Head Teacher. For further information on roles and responsibilities, see Appendix 1.

Restrictive physical intervention is always an act of last resort and must only be used when there is no other practicable way of preventing significant harm, serious damage or a serious breakdown in safety and good order.

Where an RPI is used, pupils will always be treated with compassion, dignity and respect before, during and after the incident. A member of staff should communicate with the pupil throughout the intervention, where it is safe and helpful to do so, in order to continually de-escalate the situation and monitor their physical and emotional wellbeing.

Where communication with the pupil is known or found to escalate a particular situation, staff must adjust their level of interaction accordingly, whilst continuing to monitor the pupil's wellbeing. Any such strategy must be recorded in the pupil's behaviour support plan and details recorded as part of the restrictive physical intervention record.

If the pupil's physical or emotional condition gives rise to any concern, the restraint must stop immediately, where safe to do so, and all appropriate steps must be taken to safeguard the pupil's physical and emotional wellbeing.

All relevant staff must follow the procedures outlined in this policy and report any safeguarding or child protection concerns to the Designated Safeguarding Lead, Head Teacher or another Designated Person as a

matter of utmost urgency. Written documentation must be submitted within 2 hours, or by the end of the working day, whichever is sooner.

3. The legal context

The use of force increases risks to the safety of pupils and staff and inevitably affects personal freedom, dignity and choice. Hopebright School Bolton is committed to ensuring that all restrictive interventions are used in a transparent, lawful, proportionate and ethical manner.

Restrictive physical intervention must only be used:

- in the best interests of the child and/or others affected by the behaviour.
- within the context of the school's wider behaviour and safeguarding procedures.
- when all practicable de-escalation strategies have been attempted or in an emergency.
- when the risks of not using a restrictive intervention are greater than the risks of using force.
- for the minimum time necessary.
- using the minimum force necessary.
- in a way that preserves dignity and reduces distress wherever possible.

For further information on the legal context, see Appendix 2.

4. Duty to make reasonable adjustments

Hopebright School Bolton recognises its obligations under the Equality Act 2010 and acknowledges its legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs.

The school will take positive and proactive steps to remove, reduce or prevent obstacles faced by a disabled pupil and/or a pupil with special educational needs, as far as is reasonable.

Reasonable adjustments may include:

- adapting communication approaches.
- reviewing environmental triggers.
- providing additional support or supervision.
- adapting behaviour support plans.
- seeking specialist advice.
- ensuring staff understand individual pupil needs.

5. Positive handling training

Hopebright School Bolton will ensure that staff who may be required to use restrictive physical intervention receive appropriate positive handling training, where this is relevant to their role.

Only staff who have been appropriately trained and authorised by the Head Teacher should use planned restrictive physical intervention, except in situations of clear and present danger where immediate action is necessary to prevent serious harm.

For further information on positive handling training, see Appendix 3.

6. Prevention of restrictive physical intervention

Hopebright School Bolton is committed to improving the quality of life and educational experience of pupils by increasing the use of proactive, preventative and non-restrictive approaches in response to behaviour of concern, while reducing the use of restraint and other restrictive practices wherever possible.

The school is committed to positive behaviour support and trauma-informed approaches which promote:

- positive relationships.
- calm communication.
- emotional regulation.
- de-escalation.
- early intervention.
- understanding of individual triggers.
- pupil voice and participation.
- reduction of restrictive practice.

Staff must use appropriate de-escalation techniques and creative alternative strategies that are effective and specific to the needs of each pupil and designed in consultation with them, where possible.

Staff should understand that behaviour is a form of communication and should seek to identify the feelings, needs or circumstances that may be driving behaviour.

Restrictive physical intervention must never be used as:

- punishment.
- a threat.
- a routine behaviour management strategy.
- a response to minor disruption.
- a substitute for appropriate staffing, planning or support.

7. Risk assessments and behaviour support plans

All pupils at Hopebright School Bolton will have access to appropriate risk assessment and behaviour support planning where their needs or behaviour require this.

The designated member of staff with overall responsibility for ensuring individual risk assessments and behaviour support plans are devised, monitored, reviewed and updated is the Head Teacher or nominated senior leader.

These documents are initially created using information generated via referral and admission procedures, including discussions with parents, carers, any other adult with parental responsibility, local authority representatives and medical practitioners, where appropriate. Additional evidence associated with early observations, experiences and conversations with the individual pupil is incorporated as soon as possible.

When developing these documents, Hopebright School Bolton will use a staged approach to understanding escalation, crisis and recovery, helping the pupil identify:

- what their behaviour may look like at different stages.
- what helps them feel safe.
- useful distraction and de-escalation techniques.
- unhelpful strategies.
- preferred support after an incident.

Where new information is brought to the attention of a member of the Leadership Team, including the development or cessation of risk-taking behaviours, details will be communicated to relevant staff as soon as reasonably possible. The individual risk assessment and/or behaviour support plan will normally be reviewed, updated and redistributed, where appropriate, within 72 hours.

All relevant staff are obliged to familiarise themselves with the current risk assessment and behaviour support plan for every pupil they are likely to have responsibility for educating, engaging, supporting or supervising. Risk assessments and behaviour support plans should be developed and reviewed in consultation with pupils wherever possible. Parents, carers and any other adult with parental responsibility should be informed of significant updates.

Any health-related conditions that may have implications for how staff and the pupil manage risk-taking behaviour, and specifically in relation to the use of restrictive physical interventions, must be referred to a medical practitioner as soon as reasonably possible and preferably before admission. It is not appropriate to rely solely on the views of parents, carers or local authority representatives when considering health-related matters.

In conducting dynamic risk assessments in response to specific incidents:

- Staff must not engage the support of members of the public in the management of pupils' behaviour under any circumstances, particularly in the use of restrictive physical intervention. This includes parents, carers or any other adult with parental responsibility.
- Staff must not assist parents, carers or any other adult with parental responsibility in using a restrictive physical intervention to manage a pupil's behaviour. Where such circumstances arise while the pupil is on Hopebright School Bolton's premises, staff should ask the adult to withdraw from the situation and allow staff to manage the incident in accordance with this policy. If the adult refuses to withdraw and the pupil is suffering or is likely to suffer significant harm, staff must call the police immediately.
- Where parents, carers or any other responsible adult instigate a restrictive physical intervention in the presence of a member of staff when the pupil is considered to be in their care off-site, staff should monitor the situation and inform the police and/or children's social care if they have concerns.

Staircases and steps

Staff must not, under any circumstances, use restrictive physical interventions to escort pupils up or down a staircase containing three or more steps.

Given the potential risk of a slip, trip or fall, any decision to move a pupil up or down one or two steps must be based on a dynamic risk assessment where the potential risk of not escorting the pupil away from the area is greater.

Response to unauthorised climbing

Given the potential risk of serious injury and death associated with falling from height, there is no such thing as a 'safe climbing height' for pupils.

Hopebright School Bolton will do everything possible to identify, educate and support pupils at risk, while minimising access to roofs, balconies, temporary works such as scaffolding and other high-risk areas.

If a pupil is attempting to climb above ground or floor level, staff must conduct a dynamic risk assessment to establish whether it is safer to support the pupil verbally and encourage them to return to ground or floor level, or, where the risk is deemed unacceptably high, to physically manoeuvre the pupil back to ground or floor level. In all cases, the desired outcome is to prevent access to an area of height and therefore prevent the risk of clear and present danger arising.

If a pupil has succeeded in climbing out of reach of staff, staff must not do anything that may increase the risk of harm to the pupil or to staff. Ideally, a member of staff with a positive relationship with the pupil should engage and negotiate with the pupil to climb down themselves or accept support from school staff or emergency services.

If a pupil gains access to a roof, staff must not follow the pupil onto the roof. Staff should safeguard themselves and others from the risk of items being thrown or dislodged, while seeking to engage and negotiate a safe resolution. Following such events, steps must be taken to close off the identified access route as soon as possible.

One-to-one situations

Staff should not engage in restrictive physical interventions in a one-to-one situation with a pupil unless there is an immediate, foreseeable and significant risk to the pupil, other pupils or the staff member present.

Staff should not attempt physical contact in incidents where they are outnumbered by the number of pupils involved and there is a risk that the personal safety of staff will be compromised due to the actions of other pupils present.

Staff should not attempt to remove a pupil's shoes or any other item of outer clothing during a restrictive physical intervention where doing so may place the pupil or any member of staff at greater risk of injury.

Where there is an immediate, foreseeable and significant risk to staff members from deliberate kicking and it is not considered safe to use a controlled release or breakaway, shoes may be removed for the shortest time possible using minimum force. Any such intervention must be recorded in the pupil's risk assessment and behaviour support plan and documented as part of the RPI record.

Staff should be aware that some members of staff, including agency staff, consultants, volunteers, students on placement and new employees, may not be trained or authorised to use restrictive physical intervention.

Trained staff must help and enable such a person to physically withdraw from the situation without

undermining the member of staff concerned. The untrained member of staff must contribute to the reporting and recording of the incident, in accordance with this policy.

8. The use of withdrawal

HM Government guidance differentiates between imposed withdrawal and autonomous withdrawal.

- Imposed withdrawal involves removing a child or young person involuntarily from a situation that 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.
- Autonomous withdrawal occurs when a child or young person actively chooses to move to a quiet space for a period, for example when their anxiety levels rise and they become agitated, in order to calm down and self-regulate their behaviour.

Staff must take care to ensure that their use of language is clear regarding when withdrawal is autonomous or imposed. For information on the use of withdrawal see Appendix 4.

For further information on definitions associated with the use of reasonable force and restrictive physical intervention, see Appendix 5.

9. Reporting and recording incidents of restrictive physical intervention

All incidents involving the positive application of force by staff to overcome moderate or rigorous resistance where staff guide, direct, decide or control a person's free movement must be regarded as a restrictive physical intervention.

All incidents of restrictive physical intervention must be reported to senior staff and recorded in a clear, accurate and comprehensive manner on a Restrictive Physical Intervention Record as soon as reasonably possible, and normally within 24 hours of the incident.

In addition, staff witnesses who saw all or part of a restraint must make a supplementary record of their observations if:

- a pupil was marked or injured as a direct consequence of staff decision-making and/or the strategy used.
- there is any chance that an allegation or complaint will be made regarding the incident against a pupil or member of staff.
- a senior member of staff deems it necessary to safeguard a pupil or member of staff.

Where there is a common antecedent or causal link between separate RPIs for the same pupil on the same day, these may be recorded as part of the same incident on the same RPI record. However, it must be evident that the behaviours described are linked to the same escalating incident.

Entries in all records must be complete, legible, clearly expressed, non-stigmatising and distinguish, as far as possible, between fact, opinion and third-party information.

Responsibility for ensuring all documentation is completed in full rests with both:

- the member of staff who instigated the physical intervention; and
- the most senior or experienced staff member present during the physical intervention.

Injuries to any individuals involved must be reported and recorded on an accident and injury record in accordance with the Health and Safety Policy. Reportable incidents will be reported in accordance with RIDDOR where required.

All use of reasonable force must be reported to parents/carers and relevant authorities, where appropriate, by a nominated member of staff within 24 hours. Communication may include email, telephone, voicemail or face-to-face conversation.

Where an individual cannot be contacted within 24 hours, the details of the restrictive physical intervention must be communicated as soon as reasonably possible. All such communications must be recorded in accordance with Hopebright School Bolton's procedures.

If a pupil is marked or injured during an incident of restrictive physical intervention, the Designated Officer and relevant safeguarding lead must be notified within 24 hours.

Any person physically involved in an incident of restrictive physical intervention must not be responsible for monitoring, evaluating or signing off the incident.

10. Post-incident support for children

Talking to pupils about incidents of restrictive physical intervention, and the behaviour that led to it, is fundamental to empowering them to understand and manage their own behaviour.

Post-incident support must focus on the pupil's wellbeing, safety, views and feelings, not simply the facts of the incident.

For further information on post-incident support for children, see Appendix 6.

11. Post-incident support for staff

First aid or medical assistance must be summoned immediately if there are any specific health concerns for staff arising from a restraint incident and/or the antecedents.

The process of reflecting on an incident of restrictive physical intervention with staff can serve a number of purposes, including:

- establishing, monitoring and promoting the physical and emotional wellbeing of staff.
- expressing and/or addressing any thoughts, feelings or behaviours associated with the incident.
- reflecting on the nature and sequence of events, to identify what led to the incident and what, if anything, could have been done differently.
- determining whether alternatives, including less restrictive interventions, were considered.
- reviewing and updating the pupil's risk assessment and behaviour support plan.
- determining whether barriers within policy, procedure or practice make it difficult to avoid the same course of action in the future.
- recommending changes to policies, procedures, practice, environment or staff training.

All staff physically involved in an incident of restrictive physical intervention should normally be debriefed within 24 hours by a member of staff nominated by the Head Teacher and notes of any discussion recorded.

All staff and pupils must be given an opportunity to discuss incidents of physical intervention they have witnessed or been affected by with an appropriate member of staff.

12. Monitoring incidents of restrictive physical intervention

The proprietor/governing body has delegated responsibility for the regular monitoring and evaluation of restrictive physical interventions to the Head Teacher.

The information generated during this process may be shared, as appropriate, with:

- members of the Leadership Team.
- Hopebright School Bolton's Safeguarding Committee.
- personal tutors and/or key workers.
- the Designated Safeguarding Lead.
- positive behaviour support lead or behaviour lead.
- proprietor/governing body or nominated safeguarding representative.
- external agencies, where appropriate.

The use of positive handling and restrictive physical interventions is also a standing item on relevant safeguarding and behaviour meeting agendas.

13. Individual welfare support

Where a pupil's behaviour generates an individual risk assessment with a high likelihood of harm, for example drug abuse, self-harm or serious aggression, steps will be taken to communicate such information to parents, carers, any other adult with parental responsibility or local authority representatives as soon as reasonably possible, and in any event within 24 hours.

Where it is agreed that the school is still able to meet the needs of the pupil, proactive strategies will be adopted to reduce the likelihood and risk of harm by identifying a member of staff with the necessary knowledge, understanding, skills and relationship to work with the pupil on an individual basis for a limited period.

The sole focus of individual welfare support is to engage with the pupil to identify and address, where possible, any underlying issues or concerns whilst keeping them safe from harm. The process and outcome of any such work will be recorded and shared with parents, carers and relevant professionals, in accordance with school policies and procedures.

The school will work in partnership with other agencies such as hospitals, general practitioners, social care and Child and Adolescent Mental Health Services, where appropriate.

14. The use of medication

It is not the school's policy to administer medication as a means of managing behaviour.

Where a pupil is already prescribed medication and parents, carers, medical professionals or local authority representatives wish this to continue while the pupil attends Hopebright School Bolton, this will be considered and managed under appropriate medical, consent and safeguarding procedures.

Medication will only be administered in accordance with the Administration of Medication Policy.

15. Powers to search children

Hopebright School Bolton has clear thresholds and procedures concerning bag and personal searches.

Searches must be authorised by a senior member of staff or the Head Teacher.

For further information, see the Searching, Screening and Confiscation Policy.

16. Seeking the views of children, parents, carers, local authorities and staff

Regular enquiries are made of pupils as to how safe they feel at Hopebright School Bolton and ways in which services and outcomes can be improved.

The views of parents, carers, any other adult with parental responsibility, local authority representatives and staff are also sought through existing mechanisms for consultation and feedback. Records are kept of these enquiries and any associated actions.

17. Safeguarding and child protection

Hopebright School Bolton will always consider whether a pupil's behaviour gives cause to suspect that they are suffering, or are likely to suffer, significant harm; or whether their behaviour might be the result of unmet educational, emotional, health or safeguarding needs.

All child protection concerns will be addressed in accordance with the Child Protection Policy.

18. Police involvement

Careful, child-centred decision-making is made about reporting behaviour to the police, though appropriate notifications are always made and clearly documented.

If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

NPCC 'When to call the police: Guidance for schools and colleges' should help senior staff understand when they should consider calling the police and what to expect when they do.

A decision whether or not to involve the police in an RPI-related incident will be made by the Head Teacher or senior leader.

19. Complaints

Pupils, staff, parents, carers, any other adult with parental responsibility and local authority representatives are all able to complain to Hopebright School Bolton if they are unhappy with any aspect of the education or care provided.

All complaints are taken seriously and will be dealt with without delay. For further information, see the Compliments and Complaints Policy.

All complaints concerning allegations of child abuse will always be addressed in accordance with the Child Protection Policy.

20. Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the Restrictive Physical Intervention Policy is the Head Teacher.



The designated member of staff is also responsible for ensuring that all pupils, staff, parents, carers and placing local authorities are aware of this policy. Additional support will be provided to any parent or significant person wishing to know more about the policy and procedures outlined above.

A copy of this policy document is available for inspection on the premises during office hours, term time only, and may be made available electronically.

This policy document will be reviewed and publicised in writing at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local or organisational policy, guidance and practice.

The proprietor/governing body will undertake an annual review of the school's policies and procedures relating to safeguarding and ensure that all duties have been discharged in accordance with current legislation, regulations and statutory guidance, as well as local authority procedures and practice, including the relevant Local Safeguarding Children Partnership.

If you have any comments, questions, concerns or suggestions about the content of this policy document please speak to the Head Teacher.

APPENDIX 1

Roles and responsibilities

The designated senior member of staff with overall responsibility for the Restrictive Physical Intervention Policy at Hopebright School Bolton is the Head Teacher.

The role of the Designated Person is to:

- ensure that a written policy on the use of reasonable force and restrictive physical intervention is in place and reviewed every 12 months.
- ensure that all relevant staff are aware of and follow current legislation, regulations and statutory guidance on the use of reasonable force and restrictive physical interventions.
- ensure a sufficient number of suitably qualified, skilled and experienced persons are employed and that staff deployment and competence correspond to pupil need.
- ensure that staff receive appropriate training in accordance with their roles and responsibilities.
- establish effective systems to record, monitor and analyse RPI incidents, using this information to inform future practice.
- provide advice, guidance and support to staff involved in or affected by incidents of restrictive physical intervention.
- provide advice, guidance and support to pupils involved in or affected by incidents of restrictive physical intervention.
- notify relevant safeguarding leads and external agencies where child protection concerns warrant discussion with parents, carers or professionals.
- maintain records of concerns and child protection issues in accordance with Hopebright School Bolton safeguarding procedures.
- liaise with the behaviour lead, safeguarding lead and positive handling trainer on all issues associated with restrictive physical interventions, including policy, practice and training.

All relevant staff must follow the procedures outlined in this policy and report safeguarding or child protection concerns to the Designated Safeguarding Lead, Head Teacher or another Designated Person as a matter of urgency. Written documentation must be submitted within 2 hours, or by the end of the working day, whichever is sooner.

APPENDIX 2

The legal context

Any use of force or restraint involves risks to the safety of pupils and staff, including causing physical injury, psychological trauma or emotional distress, and inevitably affects personal freedom and choice.

Restrictive physical intervention must only be used:

- in the best interests of the pupil and/or others affected by the behaviour.
- within the context of the school's wider Behaviour Policy.
- when all practicable de-escalation strategies have been attempted or in an emergency.
- when the risks of not employing a restrictive intervention are greater than the risks of using force.
- in a way that is reasonable, proportionate and necessary.

The inappropriate use of restrictive physical intervention may lead to disciplinary action and could result in criminal investigation.

2.1 School settings

Under Section 93 of the Education and Inspections Act 2006, reasonable force can be used in school settings to prevent pupils:

- a. committing any offence;
- b. causing personal injury to, or damage to the property of, any person, including the pupil themselves; or
- c. prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

Schools may use reasonable force to:

- prevent a pupil from attacking a member of staff or another pupil.
- stop a fight.
- prevent a pupil from causing injury to themselves.
- prevent a pupil from causing serious damage to property.
- prevent a pupil from leaving a supervised area where doing so would risk their safety or the safety of others.
- remove a disruptive pupil from a classroom where they have refused to follow an instruction to do so and where this is necessary and proportionate.

Where there is no immediate risk to persons or property, staff must manage situations by non-physical methods as far as possible.

2.2 Reasonable force

The use of any degree of force can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident, including a dynamic assessment of the relative risks associated with using physical intervention compared with other strategies.
- it is proportionate to the seriousness of the incident and the consequences it is intended to prevent.
- the force used is no more than necessary.
- the force is used for the shortest possible time.

- a controlled release or breakaway is used as soon as it is safe to do so.
- the pupil's age, understanding, special educational needs, social, emotional and physical development, medical history, cultural background, gender and personal circumstances are taken into account.

Staff must also consider:

- the size of the pupil.
- disability, health conditions or medication relevant to the behaviour and action taken.
- past life experiences, including physical, sexual or emotional abuse.
- the potential impact of physical contact.
- the pupil's views and preferences about calming strategies, where known.
- the method of intervention appropriate in the specific circumstances.
- the impact of the intervention on the staff member's future relationship with the pupil.

There is no single legal definition of "reasonable force". It will depend on the judgements made at the time, taking account of all known circumstances.

The use of any degree of force is unlawful if the particular circumstances do not warrant it. Physical force must not be used to prevent a trivial misdemeanour that is unlikely to cause harm or damage, or in a situation that clearly could be resolved without it.

Staff must not act in a way that could reasonably be expected to affect the pupil's airway, breathing or circulation, or deliberately inflict pain or cause injury, for example by:

- slapping, punching, kicking or tripping a pupil.
- twisting or forcing limbs against joints.
- applying pressure to the neck region or abdomen.
- holding or pulling a pupil by the hair, ear or neck.
- covering a pupil's mouth and/or nose.
- using any technique that may interfere with breathing.

Any such intervention, however lightly used, may constitute a criminal offence and may render the member of staff liable to prosecution and/or disciplinary action.

Staff are not permitted to use any form of prone restraint technique. In circumstances where a pupil takes themselves to the ground during a restraint, staff must be proactive in instigating a controlled release or breakaway as soon as it is safe to do so.

If a pupil gets to their feet after staff disengage and their behaviour continues to present a risk of injury and/or significant damage, it may be necessary to re-engage using another restrictive physical intervention.

It is recognised that staff may very rarely have no alternative but to respond with a technique from outside the school's normal positive handling framework. This does not necessarily render the action improper, unacceptable or unlawful. Each incident will be reviewed to establish whether the action was reasonable, proportionate and necessary in the circumstances.



APPENDIX 3

Positive handling training

Positive handling training should emphasise:

- prevention and reduction of restrictive practice.
- team building and communication.
- personal safety.
- verbal and non-verbal de-escalation.
- maintaining positive relationships.
- promoting safety for all.

Only staff appropriately trained and authorised by the Head Teacher may use planned restrictive physical intervention.

Hopebright School Bolton maintains a list of staff who have been authorised and the training that has been provided.

New staff, including agency staff, must not be considered authorised to use planned restrictive physical interventions until they have:

- provided evidence of suitable current training, where applicable.
- read and understood this policy.
- read and understood relevant pupil risk assessments and behaviour support plans.
- received school-specific guidance and authorisation from the Head Teacher or nominated senior leader.

Untrained or unauthorised staff must not take part in an RPI unless a situation of clear and present danger exists.

Specific guidance must be given to untrained or unauthorised staff before they work with pupils. This should include reference to potentially dangerous behaviours exhibited by pupils, as well as appropriate precautions and strategies to minimise the risk of personal harm and injury.

If a staff member's certification expires during employment, they must be given specific guidance by the Head Teacher on or before the date on which their certification expires.

Under no circumstances should any member of staff demonstrate, train or coach a parent or carer in how to use positive handling techniques or restrictive physical interventions.

APPENDIX 4

The use of withdrawal

HM Government guidance differentiates between imposed withdrawal and autonomous withdrawal.

Withdrawal must only be used at Hopebright School Bolton for the following reasons:

- to ensure the safety and wellbeing of an individual or other people.
- to allow a pupil time to calm down and reflect after exhibiting behaviour of concern.
- to prevent and/or diffuse behaviour prejudicial to maintaining good order and discipline.

The use of withdrawal must be reasonable and proportionate to the risks and behaviours concerned, considering the pupil's history and needs.

Withdrawal may only be operated under particular conditions:

- Pupils must be actively monitored at all times while in withdrawal.
- No pupil must be kept in withdrawal longer than absolutely necessary.
- A member of staff must offer the pupil an opportunity to discuss the situation at least every 15 minutes to establish whether they are willing and/or able to return to the normal group.
- All incidents of withdrawal exceeding 15 minutes must be reported to senior staff and recorded as soon as reasonably possible.
- A designated senior member of staff must be identified on a case-by-case basis to ensure that no single period of withdrawal exceeds 60 minutes in duration.
- Should there be a need for further staff input following an initial 60-minute period of withdrawal, the designated senior member of staff must actively consider alternative behaviour management strategies.
- If a further period of withdrawal is considered appropriate, a record must be made of what alternative strategies were considered and why they were considered inappropriate or ineffective.

When a pupil joins Hopebright School Bolton, there should be discussion about how the pupil should be supported if or when they pose a significant risk to themselves or others. If withdrawal might be necessary at some point, this should be explored during that discussion.

The use of appropriate withdrawal may then be recorded in the pupil's individual behaviour support plan, along with an appropriate risk assessment identifying the benefits and risks associated with withdrawal for the pupil concerned.

Any use of quiet or reflection rooms must be conducted in accordance with the school's Use of Quiet/Reflection Rooms Policy and guidance.

Hopebright School Bolton does not use seclusion as a behaviour management strategy.

APPENDIX 5

Definitions

Positive Behaviour Support refers to the full range of proactive, preventative and responsive strategies intended to improve relationships, wellbeing, quality of life and safety.

Outlined below are relevant definitions:

Primary strategies: Identifying and removing sources of stress and triggers for behaviour of concern affecting each individual.

Secondary strategies: Calming, de-escalating, diverting attention and managing emotional arousal to prevent behaviour from becoming hazardous.

Tertiary strategies: Controlling risk by preventing and managing hazardous behaviour using the least restrictive methods judged most likely to achieve the desired result.

Guides: The positive application of reasonable force to overcome minimal resistance, prompting and encouraging a person's free movement.

Controls: The positive application of reasonable force by staff to overcome moderate resistance, guiding and directing a person's free movement.

Restraint: The positive application of force to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement in order to keep them safe.

Restrictive physical interventions are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact. Controls and restraint are considered forms of restrictive physical intervention and should be recorded in accordance with school policy and procedures.

Seclusion is 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 disturbed behaviour which poses a risk of harm to others. This would include holding inward-opening doors or restricting outward-opening doors in such a way that a person would be unable to leave the room or area.

Given the inherent restriction of liberty associated with this intervention, Hopebright School Bolton does not use seclusion as a behaviour management strategy.

APPENDIX 6

Post-incident support for children

6.1 Health checks

An immediate visual check must be conducted after every restrictive physical intervention by the most senior or experienced member of staff present to establish whether there are any urgent health concerns.

If a visual check raises specific health concerns, first aid or medical assistance must be summoned immediately. If a pupil requests medical attention this must be provided as soon as possible.

Regardless of the outcome of a visual check, a health check must be conducted and recorded as soon as reasonably possible, and in any event within 1 hour of the incident, by a nominated member of staff with a first aid qualification.

The purpose of the health check is to identify any visible marks, injuries or health concerns associated with the physical intervention, details of which must be reported to senior staff.

Any pupil who has been held must be monitored following release in accordance with the pupil's needs, duration and nature of the intervention, and advice from a first aider or medical practitioner.

Any pupil with a significant health condition or concern must be monitored for a minimum of 60 minutes.

If a physical intervention occurs within a time frame that would mean the monitoring period would impact on the anticipated departure time of a pupil, appropriate steps must be taken to ensure the pupil is monitored in accordance with the expectations above. This may include making alternative transport arrangements in consultation with parents, carers or other relevant professionals.

Staff can call on medical assistance as required, and pupils are always given the opportunity to be examined by a nurse or medical practitioner, even if there are no apparent injuries.

If a pupil is marked or injured during an incident of restrictive physical intervention, the Designated Officer and safeguarding lead must be notified within 24 hours.

6.2 Discussion and reflection

Talking to pupils about incidents of restrictive physical intervention is fundamental to empowering them to understand and manage their own behaviour.

Discussion and reflection must not focus solely on the behaviours and consequences associated with the incident, but should seek to:

- establish, monitor and promote the physical and emotional wellbeing of the pupil.
- identify how feelings drive behaviour.
- establish any underlying needs, issues or concerns that may have prompted the pupil's behaviour or reaction.
- consider alternative ways of managing particular feelings or responding to specific circumstances.
- explore whether staff responses to the situation were helpful or unhelpful and how things could be done better next time.

Discussion and reflection should focus on the thoughts, wishes and feelings of the pupil, not merely the facts of the incident.

The decision as to who completes this process will be based on several considerations, including the pupil's views and preferences. However, discussion and reflection should be conducted by someone who was not physically involved in the restraint or the incident wherever possible.

Where a pupil explicitly requests to speak to someone involved in the restraint incident as part of the debrief process, their wishes should be accommodated where appropriate and clearly recorded by an independent member of staff. In the interests of safeguarding and child protection, an additional member of staff acceptable to the pupil should be present throughout the discussion and reflection.

An independent member of staff must also talk to the pupil about their experience, the content of documentation completed and encourage the pupil to express and record their views, feelings and/or version of events as soon as reasonably possible, ideally within 24 hours of the incident.

Regardless of who conducts the discussion and reflection with the pupil, staff involved in the incident must take all reasonable steps to ensure their relationship with the pupil is not adversely affected.

All pupils must be given an opportunity to discuss incidents of physical intervention they have witnessed or been affected by with an appropriate member of staff.