

Phoenix Academy Restrictive Physical Intervention and Team Teach Policy

**Review Date**

April 2025

Ratified

August 2025

Next Review Date

April 2026

Responsible Directorate

Inclusion and Safeguarding

Our Trust

*These four critical questions make it clear who we are and what we do.
We ask ourselves these questions to guide our work and our improvement.*

Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

How do we behave?

- **Hard work**
We are determined to see things through to the end and are resilient when faced with challenges.
- **Integrity**
We do the right thing because it is the right thing to do.
- **Teamwork**
We work together to help everyone succeed.

What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

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1 | Context

- 1.1 This policy outlines the use of Restrictive Physical Intervention (RPI) and the Team Teach approach within our educational setting. It is designed to ensure the safety and well-being of all students and staff, in accordance with relevant legislation and best practices. This policy should be read in conjunction with our Behaviour, SEND, Reasonable Force and Safeguarding Policies.
- 1.2 Restrictive Physical Intervention (RPI) is defined as any physical contact used to prevent, restrict, or subdue movement or mobility of a person. This includes physical restraint, holding, escorting techniques that restrict movement, and the use of supportive equipment, where these significantly limit a pupil's freedom of movement.

2 | Aims

- 2.1 To provide a safe and supportive environment for all students and staff
- 2.2 To use RPI only as a last resort when necessary to prevent harm
- 2.3 To ensure that all interventions are reasonable, proportionate, and in the best interests of the student
- 2.4 To promote positive behaviour and de-escalation techniques

3 | Roles and Responsibilities

- 3.1 **Trustees**
- Ensure the policy is in place and reviewed regularly
 - Monitor and evaluate the impact of the policy and will hold the CEO and Principals to account for its implementation
- 3.2 **CEO**
- Oversee the implementation of the policy across the organisation
 - Ensure that all staff receive appropriate training and support
 - Report to the Trustees on the effectiveness of the policy and any incidents involving RPI
 - Ensure that resources are allocated effectively to support the implementation of the policy
- 3.3 **Local Governing Body**
- Monitor incidents involving RPI and ensure compliance with the policy
 - Support the Principal in the implementation of the policy
 - Review reports on RPI incidents and provide feedback to the Principal and CEO
 - Ensure that the school's safeguarding practices are aligned with the policy
- 3.4 **Principal**
- Ensure the policy is implemented effectively within the school

- Authorise staff to use RPI and ensure they receive appropriate training
- Monitor and review incidents involving RPI
- Provide support and guidance to staff on the use of RPI
- Communicate with parents/carers about incidents involving RPI and the measures taken to support students

3.5 Staff

- Follow the policy and procedures for using RPI
- Attend training and refresher courses as required
- Record and report all incidents involving RPI
- Use de-escalation techniques and positive behaviour support strategies to minimise the need for RPI
- Provide support to students involved in RPI incidents

3.6 Students

- Understand the school's behaviour expectations and the consequences of their actions
- Participate in de-escalation and positive behaviour support strategies
- Report any concerns about the use of RPI to a trusted adult

4 | Staff Training and Authorisation to Use RPI

4.1 All staff authorised to use Restrictive Physical Intervention (RPI) will receive comprehensive training in the Team Teach approach. Team Teach is a whole-setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. The training includes the following key components:

- **De-escalation Techniques:** Staff will be trained in a range of verbal and non-verbal de-escalation techniques to manage and defuse potentially challenging situations. This includes understanding body language, tone of voice, and active listening skills to calm and reassure students.
- **Safe and Effective Physical Interventions:** The training covers safe and effective physical interventions that are graded and gradual, ensuring that the level of intervention is appropriate to the behaviour exhibited by the student. Staff will learn how to apply the minimum force necessary for the shortest duration possible to ensure safety.
- **Legal and Ethical Considerations:** Staff will be informed of current legislation, legal considerations, and guidelines concerning the use of restrictive physical interventions. This ensures that all interventions are conducted within the legal framework and uphold the rights and dignity of students.
- **Crisis Management:** The training includes essential skills required in a crisis situation, such as maintaining a calm and controlled environment, communicating effectively with students, and ensuring the safety of all individuals involved.
- **Post-Incident Support:** Staff will be trained on providing emotional support and first aid to students involved in RPI incidents. This includes understanding the importance of debriefing and offering reassurance to help students recover from the incident.

- **Re-accreditation:** Staff will be re-accredited every year to ensure that their skills and knowledge remain up to date. This includes refresher courses and updates on any changes in legislation or best practices.
- **Authorisation:** Staff who have successfully completed the Team Teach training and received re-accreditation will be authorised to use RPI. All staff will be provided training however, while waiting for training, in an emergency situation, where another trained staff member is not available, that staff member can support a child. This may necessitate the use of Reasonable Force, as outlined in our Trust Reasonable Force Policy. The Principal will maintain a record of authorised staff and ensure that they receive ongoing support and supervision.

4.2 By adhering to these training and authorisation practices, we ensure that all staff are equipped with the necessary skills and knowledge to use RPI safely, effectively, and ethically, in line with the principles of the Team Teach approach.

5 | Our Approach to RPI

5.1 Restrictive Physical Intervention (RPI) will only be used when the risks involved in not using it outweigh the risks involved in using it. Our approach to RPI is guided by the principles of fairness, proportionality, and respect for the dignity of all students. The following key points outline our commitment to a fair and proportionate use of RPI:

- **Minimum Force and Duration:** Staff will use the proportionate force necessary for the shortest duration possible, to ensure the safety of all involved. This means that RPI will only be applied to the extent required to prevent harm and will be ceased as soon as the risk has been mitigated.
- **Last Resort:** RPI will be used as a last resort when other de-escalation strategies have failed. Staff are trained to employ a range of verbal and non-verbal techniques to calm and defuse situations before considering RPI.
- **Proportionality:** The use of RPI will be proportionate to the level of risk presented by the student's behaviour. Staff will assess the situation carefully and ensure that the intervention is appropriate to the circumstances, taking into account the student's age, understanding, and any special educational needs or disabilities.
- **Respect and Dignity:** Throughout the intervention, staff will maintain respect for the student's dignity and rights. This includes using RPI in a way that minimises distress and discomfort for the student and ensuring that the intervention is conducted in a discreet manner, whenever possible.
- **Clear Communication:** Staff will communicate clearly with the student during and after the intervention, explaining the reasons for the use of RPI and providing reassurance. This helps the student understand the situation and reduces anxiety.
- **Post-Incident Review:** After any incident involving RPI, a thorough review will be conducted to evaluate the effectiveness of the intervention and identify any lessons learned. This includes discussing the incident with the student, parents/carers, and relevant staff to ensure transparency and accountability.

- **Continuous Improvement:** The school is committed to continuous improvement in its approach to RPI. Regular training, monitoring, and feedback will be used to refine practices and ensure that interventions are always fair, proportionate, and in the best interests of the student.

5.2 By adhering to these principles, we aim to ensure that the use of RPI is always fair, proportionate, and respectful, safeguarding the well-being of all students and staff.

6 | Minimising the Need for Use of RPI

6.1 The academy will:

- Provide universal and targeted opportunities for students to learn about emotions and self-regulation techniques
- Endeavour to create a calm and safe environment that minimises the risk of incidents requiring RPI
- Use restorative approaches to teach students how to manage conflict and strong feelings
- De-escalate incidents using verbal and non-verbal communication techniques

7 | Post RPI Incident Support

7.1 Staff and students involved in an RPI incident will receive comprehensive support to address both immediate and ongoing needs. This includes:

- **Emotional Support and First Aid:** Immediately following an RPI incident, staff and students will receive emotional support to help them process the event. First aid will be provided if there are any physical injuries for both student and staff. This support aims to ensure the well-being of all individuals involved and to mitigate any immediate distress.
- **Student Voice:** Following an incident, the pupil will be given the opportunity, in a calm and supportive environment, to share their views about the incident. This feedback will be documented as part of the record and inform any future planning.
- **Individual Behaviour Plan:** An Individual Behaviour Plan may be developed for the student involved in the incident. This plan will outline specific strategies and interventions to prevent recurrence of challenging behaviour. It will be tailored to the student's needs and regularly reviewed to ensure its effectiveness.
- **Ongoing Support:** Ongoing support will be provided to address both physical and emotional consequences of the incident. This may include counselling, therapy, or other forms of psychological support to help the student and staff recover from the experience. Regular check-ins and follow-up sessions will be conducted to monitor progress and provide additional assistance as needed.
- **Debriefing and Reflection:** A debriefing session will be made available for staff involved in the incident to reflect on the intervention and discuss any lessons learned. A debrief may

also be triggered by the Senior Leadership Team, who retain an oversight of logged incidents. This helps in identifying areas for improvement and ensuring that future interventions are conducted more effectively.

- **Parental Involvement:** Parents/carers will be informed of the incident and the measures taken to support their child. They will be involved in the development and review of the Individual Behaviour Plan, ensuring a collaborative approach to the student's well-being.

7.2 By providing comprehensive post-incident support, we aim to ensure the well-being of all individuals involved and to prevent recurrence of challenging behaviour through tailored interventions and ongoing assistance.

8 | Recording RPI

8.1 All incidents involving RPI will be recorded on CPOMS

8.2 Parents/carers will be informed of major incidents as soon as practicable

8.3 Records will be monitored and reviewed regularly.

8.4 As a minimum the written record must include:

- The names of the staff and children or young people involved
- The date, time and duration of the intervention
- The reason for using a physical intervention, rather than using an alternative strategy
- The nature of any de-escalation used seeking to prevent the need to intervene physically
- The type of physical intervention used
- Whether or not anyone was hurt, if so, the action taken
- Whether or not anyone was distressed, if so, the action taken
- The views of the child or young person

9 | Support Plans and Risk Assessments

9.1 Individual Support Plans and Risk Assessments will be developed collaboratively for students who present particular risks.

9.2 These plans will highlight known triggers and strategies to prevent these from occurring, ensuring that each student's unique needs are addressed.

9.3 They will include proactive strategies to prevent and manage challenging behaviour, specify the types of RPI techniques that may be used, and detail comprehensive post-incident support.

- 9.4 Pupils who present with behaviour requiring RPI may have a Positive Handling included within their plan, drawn up in collaboration with parents/carers, staff, and external professionals.
- 9.4 Plans will involve active parental involvement and be reviewed regularly and updated as needed to ensure they remain effective and responsive to the student's evolving needs.

10 | Misuse of RPI

- 10.1 Any misuse of RPI will be taken seriously and investigated, in line with our policies
- 10.2 Staff found to have misused RPI may face disciplinary action
- 10.3 Further information about this can be found in our **Staff Conduct Concerns Policy**

11 | Monitoring RPI Use

- 11.1 The Principal will monitor the use of RPI and ensure compliance with the policy.
- 11.2 Termly analysis of RPI data will be conducted to identify patterns by pupil group, protected characteristics, location, time of day, and type of intervention. This informs proactive measures to reduce the use of RPI.
- 11.3 Regular reports will be provided to the Local Governing Body and Trustees.

12 | Complaints

- 12.1 Parents and students have the right to complain about the use of RPI.
- 12.2 Complaints will be handled in accordance with the Trust's complaints procedure.