Elm Tree
Primary Academy

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CPI Safety Intervention Policy

Approved by W Plant Date 8/4/25

Approved by B Bowdery Date 8.4.25

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Elm Tree Primary Academy CPI Safety Intervention Policy

Elm Tree Academy supports pupils to regulate through a range of approaches, including low arousal, emotion coaching, sensory support and de-escalation techniques.

On rare occasions pupils may present distressed responses that pose a risk to themselves or others which may result in a situation that requires some form of non-restrictive safety intervention

Elm Tree Academy has a non-restrictive approach to supporting pupils. All colleagues are trained in de-escalation techniques and disengagement, to gain a release if held. Colleagues are routinely trained in restrictive practice.

If a particular child was in frequent crisis the head teacher along with senior leaders, would assess the risk and need to train a small number of individuals in holding skills. This would be a temporary measure whilst expert advice and support is sought and the appropriate of the placement is assessed.

Restrictive intervention will never be a usual part of provision or approach.

Our Safety Support Intervention Policy is based upon the following principles:

- Restrictive intervention is used only as a last resort when other appropriate strategies have failed.
- Restrictive Intervention must be reasonable and proportionate.
- Restrictive intervention is used in ways that maintain the safety and dignity of all concerned.
- Incidents are recorded and reported to the Head teacher and SENCO.
- Parents are informed of any incident involving restrictive intervention.

The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Causing injury to his/herself or others
- Committing an offence
- Damaging property
- Prejudicing the maintenance of good order & discipline

This policy has been written with DFE 'Use of reasonable force' advice for Headteachers, staff and governing bodies July 2013 (see appendix 2).

Definition of Reasonable Force and Restraint

The DFE guidance (2013) on the 'Use of Reasonable Force' defines and explains these terms in the following way:

'The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of staff who can use reasonable force have a legal power to use it. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The DFE Guidance 2013 on 'Use of reasonable force' states that schools can use reasonable force to: remove disruptive children from the classroom where they have refused to follow and instruction to do so;

- Prevent a pupil behaving in a way that disrupts a school event, trip or a visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

Use force as a punishment - it is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force, as is reasonable given the circumstances, to conduct a search for the following 'prohibited items':

Knives and weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

<u>Elm Tree Primary Academy</u>

At Elm Tree there may be children with complex communication, learning and sensoryneeds, Social and Emotional needs or other additional needs, who may at times display distressed behaviours that present a risk to themselves or others. This may necessitate the use of Safety Support non-restrictive Intervention.

Non Restrictive Intervention include

- Continuing to be supportive
- Risk assessing the environment and removing items that may pose risk
- Encouraging the child to a place of safety
- Removing other children to a place of safety
- Non-restrictive disengagements
- Sensory support strategies
- Providing choice and activities that are known to support regulation

What is Safety Support Restrictive Intervention?

Safety Support Restrictive Intervention involves the use of holding skills in order to maintain safety and reduce the risk of harm. We must differentiate between children being supportedand the use of restrictive intervention. Staff will need to make their own assessment as to whether they have employed a restrictive intervention in order maintain safety and reduce the risk of harm.

All physical interventions must be recorded (see section on recording)

The Role of Restrictive Intervention

Restrictive Interventionwould only be employed if there were immediate risk of harm. . Restrictive intervention must be seen as the last resort and only when it is reasonable and absolutely necessary.

At Elm Tree restrictive intervention is never part of routine practice. If a child were experiencing distress and dysregulation frequently and restrictive intervention was needed, this would be discussed with parents and carers, form part of their safety support plan and be a temporary measure whilst expert advice and support is sought.

It is expected that colleagues will have exhausted all other non-restrictive strategies in order to maximise safety and minimise harm.

These non restrictive strategies include (but are not restricted to):

- Low arousal approach
- Sensory support
- Emotion coaching
- Redirection/distraction
- Options/Choices
- Calm reassurance
- Verbal de-escalation
- Risk assessing the environment
- Moving to a place of safety
- Moving others to a place of safety

The use of restrictive intervention will be based on the risk assessment made by colleaguesf in each individual circumstance, and factors that need to be taken into account include:

- The risk of doing nothing vs the risk of doing something
- The environment in which the situation is taking place
- The number and vulnerability of people nearby
- The ability to remove other children/people from the immediate environment
- Whether or not alternative strategies are appropriate in the individual circumstances.

Recording Restrictive Intervention

Section 246 of the Apprenticeships, Skills, Children and Learning Act 2009 amended section 93 of the Education and Inspections Act 2006 to include the requirement that governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses restrictive intervention; and reporting each such incident to each parent of the pupil as soon as practicable after the incident.

Any restrictive intervention must be recorded on the Sleuth. This will include the context around the dysregulation, the strategies and approaches employed, who was involved and where it took place.

This must be recorded as soon as possible and refered to the Head Teacher and Senior Leaders.

Failure to record this information will be treated under disciplinary rules. The recording of interventions is necessary to monitor the situation with each child and to provide protection for all involved.

Following a restrictive intervention colleagues will receive support and an opportunity for debrief. It is recognised that having to undertake such an intervention is very stressful to the all involved and everyone will need time to reflect and receive support.

Time must also be given after the situation has calmed for the child, where appropriate, to be able to talk about the situation and their feelings. This may prove difficult for some children but staff must endeavour wherever possible to provide this opportunity.

It is the responsibility of the Head Teacher to monitor the use of restrictive interventions in the school. Where a a restrictive intervention has occurred it may be necessary to revisit the child's support plan. Where disengagement skills are usedthis must also be recorded.

Crisis Prevention Institute (CPI) Safety Intervention

Sandwell LA Guidance is that only those who are trained using an accredited training programme should use restrictive physical intervention.

Restrictive physical interventions should only be implemented under the supervision of an identified member of staff who has undertaken appropriate training.

The school adopted the CPI Safety Intervention approach to positive handling of risk behaviour.

Safety Intervention trains staff to:

1. Identify changes or signs that indicate an escalation toward anxiety or risk and take appropriate measures to avoid, decelerate and/or de-escalate crisis situations.
2. Assess the level of risk associated with dysregulation and make appropriate decisions related to the management of such risks.
3. Use suitable and acceptable l interventions to reduce or manage risk.
4. Identify the impact of crisis events and describe post-crisis responses which can be used for personal and organisational support and learning.
5. Use a trauma Informed Approach to supporting pupils

CPI is a member of the Restrain reduction Network which aims to reduce the reliance on restrictive practice when supporting vulnerable people in distress

Physical intervention strategies are only justified if:

- The individual is posing a risk to him/herself or others or serious damage to property.
- The information is shared to parents and all staff working with the pupil for the implementation of the techniques
- Staff concerned have received training in appropriate physical intervention strategies
- Reasonable, proportionate and necessary in line with a positive behaviour management

The approach will be:-

- Child centred
- Based on non-personal, non-judgemental and non-punitive strategies
- A team approach

- Proactive rather than reactive

Physical Intervention in Unforeseen Circumstances

In the rare event of an emergency situation occurring where there is no agreed plan in place, but physical intervention is needed, school staff will be expected to do a 'Dynamic risk assessment' of the situation.

Physical intervention in unforeseen circumstances may be required to bring control to a pupil who has lost self-control and is engaged in a behaviour that is dangerous or damaging to him/herself or others.

In such cases physical intervention must:-

- Be carried out sensitively
- Provide a safe and caring situation for the pupil
- Must never be punitive
- Carried out in a manner that preserves the dignity of the pupil
- Where possible should not be in a public place
- Be recorded on a Sleuth

The Headteacher is a Safety Intervention trainer and is able to train those staff who are regularly in situations where risk behaviour presents. This training is renewed annually where her skills are assessed and accredited.

Responding to complaints

The use of restrictive intervention can lead to allegations of inappropriate or excessive use of force against staff. Where such a complaint has been received by the Head Teacher the person making the complaint will be asked to provide a statement regarding the incident.

Statements will also be taken individually from all staff involved. Where it is felt that the allegations need further investigation the incident will be dealt with under the school's child protection procedures.

The member of staff will be suspended only if it is felt that:

- The child/children are in imminent danger from the individual
- Where the member of staff remaining in school would prejudice the investigation.
- Where the school has been instructed to suspend by Police or Social Services.

More information can be accessed through the following documents or websites:

Use of reasonable force Advice for head teachers, staff and governing bodies July 2013:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Crisis Prevention Institute:

https://www.crisisprevention.com/en-GB/What-We-Do