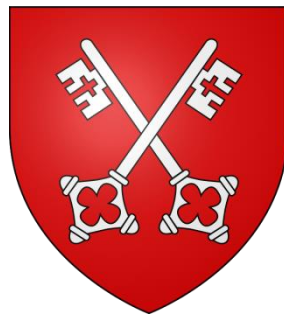


ST PETER'S PRIMARY SCHOOL

Physical Intervention Policy

(Updated March 2025)



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St Peter's Primary School Physical Intervention (RPI) and Exclusions Policy

Aims and Scope of this Policy

- This policy applies to all staff and volunteers working for St Peter's School
- This policy applies to all pupils
- This policy intends to clarify the legal boundaries to which all staff at St Peter's work when considering the use of Physical Intervention.
- The policy sets out the training, procedures and documents that must be in place should there be a need to implement physical intervention.
- This policy relates directly to the following UNCRC articles:
 - Article 2: Right to non-discrimination
 - Article 3: Best interests of the child
 - Article 5: Child's evolving capabilities
 - Article 12: Respect for the child's views
 - Article 13: Freedom of expression
 - Article 19: Protection from violence, abuse and neglect
 - Article 28: Right to education
 - Article 29: Goals of education
 - Article 31: Right to play
- This policy relates directly to our mission and principles:

St. Peter's School - Mission and Principles

'Together, We Hold The Keys To Success'

Show **curiosity** by developing effective learning skills and dispositions

Make **confident** progress and achieve across the curriculum, ready for future challenges

Working together in a safe environment that promotes well-being, strong values, and a sense of **community**

Children's voice and needs at the centre of decision making

A positive, solution-seeking approach

Reflective, self-improving, research-driven practitioners

Excellent standards of teaching and learning

An engaging and rich curriculum, reflecting our unique Island

Effective, aspirational leadership at all levels

Strong partnership between home and school

Globally aware and ecologically responsible citizens

Networking locally and globally



Legal status

In this area the school's approach is bound by:

- Children's Act (1989)
- Health and Safety at Work (Jersey) Law 1989
- Education (Jersey) Law 1989
- Human Rights (Jersey) Law 2000
- The United Nations Convention on the Rights of the Child (UNCRC) (Ratified by Jersey in 2014)
- SEN Code of Practice 2017
- Keeping Children Safe in Education (Jersey) 2021

It is important to emphasise that support needs to be positive and therefore it is not acceptable, and against the UNCRC principles and in some cases Jersey Law, to:

- Shout in anger
- Direct a parent or family member to impose sanctions against a pupil
- Conduct personal body searches (where significant concern exists a senior manager should be contacted or support of the police should be sought)
- Display aggressive verbal or non-verbal actions or behaviours
- Physically punish a pupil or to verbally threaten to do so, this includes the use of physical interventions
- Use demeaning tasks or punishments such as wearing inappropriate clothing
- Lock a pupil in a room or prevent them from leaving a room (except in very extreme situations of high risk)
- Deprive pupils of food or drink
- Withhold medical treatment

A duty of care is imposed on staff. They must therefore take reasonable care to avoid acts which may cause harm. This duty of care applies to all employees of the Education Directorate and they remain personally responsible and accountable for their actions at all times.

CYPES has a duty of care as an employer to those professionals in its employment to offer appropriate training and guidance. It recognises that at times they may face situations where they have to make a judgement about the use of RPI. Employees have the right to protect themselves and/or others from harm and where they decide to do this they must not use a disproportionate level of force.

Linked and Related Policies

- Positive Behaviour, Exclusions & Part-Time Timetables Policy & Practice, CYPES (2019)
- Safeguarding and Child Protection Policy 2022
- Staff Handbook 2022
- Teaching, Learning and Assessment Handbook 2022
- Intimate Care (2022)
- Lone Worker Policy 2021

Positive Behavioural Support



We follow the set of key actions described below. These are based on evidence based practices which work well in supporting children and young people with challenging behaviour.

This Policy supports our Behaviour Policy and is to be used when the child's needs exceeds the scope of the Behaviour Policy so needs additional or more bespoke provision, including the possibility of physical intervention.

This policy includes guidance on:

- The measures taken to encourage effective communication and positive behaviour, including adjustments to the environment which help to reduce stress and anxiety and the potential for challenging behaviour
- The way staff interact/communicate with children and young people
- How support is provided for those whose behaviour challenges – including strategies for prevention, diffusion or de-escalation which can avert and reduce the need for RPI, and the development and regular review of support plans for individual children and young people
- How children/young people and parents/carers and other agencies are involved in supporting positive behaviour (including individual support plans);
- Those circumstances in which it may be appropriate to use RPI
- How staff are trained in supporting positive behaviour, assessing and managing risk, and using RPI appropriately where necessary, including how training is maintained and reviewed
- Arrangements for reporting and recording use of RPI
- Arrangements for providing support (emotional and, where necessary, medical) to children and young people and staff following use of RPI
- Arrangements for monitoring the use of RPI

Accountability

We use SIMS and the relevant forms (see appendices) to record, monitor and review our use of RPI. We work closely with the Social, Emotional and Mental Health Inclusion Team (SEMHit) to analyse the use of RPI in school to consider future measures that would avoid incidents which could lead to its use.

Lead Staff

Our Behaviour Lead, currently Emily Blake, leads on the implementation and monitoring of our positive behaviour policy, and staff training in this area up to and including MAYBO (accredited) Positive Behavioural Support (previously referred to as Level 1). Our behaviour lead works closely with our SENCo, Stephanie Wolstenholme and Inclusion Lead (and DHT) Andrew Devlin, who lead on 'Safer Handling' aspects, including organising MAYBO (accredited) De-escalation and RPI techniques training and overseeing subsequent plans.

Evidence Based Approaches and training

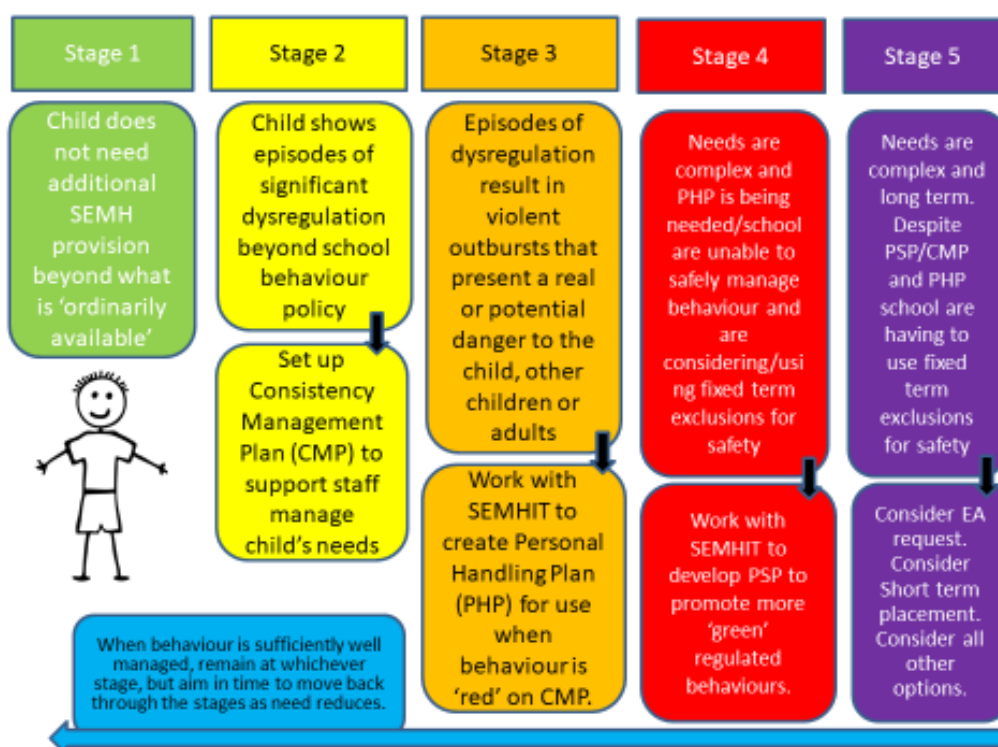
Training and development play a crucial role in promoting positive behaviour. They enable staff to develop the understanding and skills to support those whose behaviour challenges.



- All teaching and most support staff are trained in MAYBO (accredited) Positive Behavioural Support (previously referred to as Level 1). This training is updated biannually.
- Where children have higher levels of need which may require a consistent management plan, a personal handling plan or a pupil support plan, relevant staff are trained by SEMHIT to MAYBO (accredited) De-escalation and RPI techniques. In these circumstances staff are required to attend individualized MAYBO courses on Safer Handling Techniques and as part of this demonstrate competence in the techniques being taught. This training is updated annually.

Individualised plans are drawn up where children are showing a need for additional support regularly. The graduated approach is central to this. Approaches using the positive behavioural support framework typically involve:

- Person-centred planning – assisting the child/young person to develop personal relationships and for staff to understand them as individuals
- Skilled assessment – to understand why a child/young person presents behaviours that concern or challenge; what predicts their occurrence or causes the child/young person to continue presenting them or regularly reverting to them. This can help to identify areas of unmet need
- Consistent management plans – to describe how the child/young person is to be supported, addressing aspects of their environment which they find challenging and support to help them develop strategies to better meet their own needs





These plans consist of:

Plan		Who accesses this plan	Who draws it up
Consistency Management Plan AND Risk Assessment	Consistent Management Plan which outlines: <ul style="list-style-type: none"> • communicative function of the behaviour • the environmental changes to be made • new skills to be taught • how these will be reinforced • reactive strategies • if the pupil's behaviour presents a significant risk, RPI may be identified as one of the reactive strategies 	<ul style="list-style-type: none"> • All relevant staff • Parents made aware 	Behaviour Lead/SENCo (sometimes in conjunction with SEMHIT)
Personal Handling Plan	The information in the risk assessments will help to inform this plan which will outline: <ul style="list-style-type: none"> • who has been consulted about the plan • the type of physical intervention to be used • which adults are authorised to use this intervention • parental consent for the plan • Headteacher authorisation for the plan 	<ul style="list-style-type: none"> • MAYBO2 trained staff • Parents have seen and signed the plan. • A pictorial copy of the Handling Plan will also be provided by the SEMHIT. • Handling plans should be reviewed on a monthly basis with SEMHIT to assess whether they need updating or are no longer required. • This will also provide an opportunity to practice RPI skills. 	SEMHIT in conjunction with the lead school staff.
Personal Support Plan	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Staff working directly with the child. • HT/DHT/SENCo/Behaviour Lead. 	SEMHIT in conjunction with the lead school staff.

Individualised plans for individual children and young people with challenging behaviour are kept under review so that the strategies remain current and relevant based on evidence of what has worked and what has not worked in practice. The quality of assessment, intervention and review underpinning it is key to success.

The process should, wherever possible, include involvement of the child/young person and their family or advocates.

Physical Intervention and Associated Risks

It is important to highlight that a level of risk is associated with any form of physical intervention. For this reason it should be avoided wherever possible. High levels of risk are associated in particular with:

- Taking a pupil to the floor or holding them on the floor



- Restricting breathing
- Bending, flexing or holding over the joints
- Pressure on the neck, chest abdomen or groin area
- Mechanical restraint (this policy does not address this and it will not be supported within the Education Directorate)

Only the physical intervention techniques covered in MAYBO training can be used.

The Use of Restrictive Physical Intervention (RPI)

The following underpinning principles apply for the use of RPI in schools and settings:

- The use of force should, wherever possible, be avoided. It may not be used as a punishment.
- There are occasions when the use of force is unavoidable in response to the risks presented in a particular situation. When force is unavoidable, it must be used in ways that maintain the safety and dignity of all concerned.
- RPI should only be used when there is no alternative, less intrusive, course of action.
- RPI should only be used in the context of our behaviour policy.

Appropriate Use of RPI

RPI should only be used in very extreme circumstances. Jersey Law states this would include preventing a pupil from doing or continuing to do any of the following:

- Committing any offence
- Causing personal injury or damage to property
- Prejudicing the maintenance of good order and discipline, whether during a teaching session or otherwise

The most usual circumstances where reasonable force might be used is when a pupil's behaviour is likely to cause personal injury or serious damage to property which poses a risk to others.

You must not use RPI for any other reason, including where a child is not following instructions or being 'wilful'.

ONLY STAFF TRAINED TO MAYBO2 FOR THAT SPECIFIC CHILD SHOULD BE USING RPI. Other staff ARE NOT covered even if they have previously done MAYBO2 for another child.

Staff should also be aware that a restriction of personal freedom is also a physical intervention. It is **illegal** to lock a pupil in a room or to prevent them from leaving a building except in very extreme circumstances of high risk that are unforeseen.

RPI can only be used when the child is dysregulated according to their Safer Handling Plan which will only be applied in relation to the Consistent Management Plan. This means where they are no longer in control of their behaviour (they are in the RED zone), and posing a danger to themselves, others and/or property.



Staff need to be aware that staff members in the UK and Jersey have been through court cases, disciplinary action and even lost their jobs over incorrect use of RPI. This guidance is drawn from CYPES, Education Dept policy, (which is supported by legal guidance), and is there to guide and protect staff.

Terminology

A number of terms can be used interchangeably (and inaccurately), however for the purpose of this policy the following definitions apply:

- **Non-restrictive physical intervention** is manual guidance, e.g. to assist a pupil in crossing the road safely
- **Restrictive physical intervention (RPI)** would include holding a pupil's hand to prevent them from hitting another pupil. This policy applies to the use of restrictive physical interventions and in no way comments on appropriate therapeutic or appropriate support given to assist pupils in given daily tasks. This policy does not make reference to the use of mechanical restraint nor should any form of mechanical restraint be used.
- **Unplanned (emergency) physical intervention** refers to the use of force, which occurs in response to unforeseen/emergency circumstances. There are occasions when the use of RPI is unavoidable in response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. In an unexpected, emergency situation, the member of staff must make an immediate assessment of risk and act accordingly to maintain the safety of all involved. The incident should be recorded as with other RPI, and parents should be informed.
- **Planned intervention** refers to the use of RPI using pre-arranged, approved techniques detailed in a support plan and based upon a risk assessment. This will always be accompanied by alternative behavioural approaches aimed at supporting the development of socially acceptable behaviour

Before using RPI

You must:

- Have tried a range of other strategies first (verbal and visual cues and other de-escalation techniques, including seeking support from a colleague, allowing time and space to 'cool off', even when this means instructing other children away from the area)

Using RPI

- Only use the moves listed in the Personal Handling Plan, for the shortest time possible
- Only use the minimum RPI possible (ideally non-restrictive (guiding and disengagement), and continue to use other de-escalation strategies
- Always alert a colleague when in this situation, principally to support you, but in extremeness, be a witness should a challenge arise due to a use of RPI
- Use a RPI form for ALL RPI incidents (appendix 4 or 5 depending if restrictive/non-restrictive) and report this to the HT/DHT/AHT on the same day, within 24 hours.



Recording the use of RPI

You must record what RPI you used and why you decided to do this on the recording form. Every effort must be made to hand this in to the HT/DHT on the same day, and at least within 24 hours of the incident. Ideally there will be a witness to support your account if needed.

RPI forms have to be logged on SIMs and retained, if restrictive RPI is used, these forms are sent to CYPES.

There are two forms:

- Appendix 4 is for restrictive Physical Intervention (i.e. holds and escorts) (This form has to be signed by the HT and sent in to SEMHIT)
- Appendix 5 is for non-restrictive interventions (i.e. guiding and disengagement) (This form is a log and must be retained in school. Please complete and send it to the HT/DHT/AHT.)
- The Education Department policy and documents we need to fill in are attached. They can also be found here: T:\2 School Organisation\2.2 Policies\2019-20\SOJ Policies

Informing Parents

Parents should always be informed of any incident involving RPI. Parents should be included in any review of a pupil's individual education plan, which follows an incident of RPI.

Safeguarding the Welfare of Staff

We recognise our duty to ensure, the health, safety and welfare of staff and of others at work is safeguarded, so far as is reasonably practicable.

As part of this we:

- Assess the risks to employees and others (including the risk of reasonably foreseeable violence) and implement steps to reduce these risks
- Provide adequate information, instruction, training and supervision
- Monitor and review arrangements put in place to reduce the risks to ensure they are effective
- Establish transparent processes to acknowledge the hazardous nature of any foreseeable incidents, and of any restrictive interventions

The duty includes risks arising from both violence and the use of RPI.

Staff members have a duty to inform a senior colleague if they see inappropriate use of RPI so that advice or retraining can be offered. This is a safeguarding issue for the child and for the member of staff. Staff must be aware that breaches to this guidance on the use of PI could result in disciplinary action for the member of staff involved.



Post-incident Support

After incidents, the child/young person and the staff involved should be given emotional support and basic first aid for any injuries as soon as possible. Immediate action should be taken to secure medical help for injuries that require other than basic first aid. All injuries should be recorded in accordance with reporting procedures and reported as appropriate to the health and safety officer.

We try to ensure appropriate lessons are learned from instances where RPI has been used. This will usually involve de-briefing, post-incident review (see Appendix 6) and monitoring of the use of RPI.

It is best practice to involve the child/young person and, wherever possible, parents/carers, advocates and other relevant representatives in planning, monitoring and reviewing how and when restrictive interventions are used. If the child/young person and parents/carers are not involved this should be documented and reasons given.

As soon as possible after the use of RPI, the member of staff involved should be debriefed by an appropriate manager to allow for reflection and the manager to deal with the emotions raised by the incident. This would support staff learning and professional development.

Children/young people should have separate opportunities to reflect on what happened, and wherever possible a choice as to who helps them with this. Families of children/young people should also have the opportunity to participate in post-incident reviews – though this may not always be appropriate.

Monitoring and Reviewing the Use of RPI

We monitor information from reviews to consider improvements to policies and practices, including the school or setting's approach to reducing potential triggers to challenging behaviour or conflict situations. Where needed, we take action to change policies or practices where approaches have been used for some time but they have not been found effective.

We aim to involve parents/carers, pupils (where appropriate) and SEMHIT in this review.

Children Looked After

In any circumstance where a Child Looked After experiences the use of RPI in our school, someone appropriate and trusted by the child/young person (e.g. the designated teacher, the VSH, the child/young person's carer) needs to be involved in the post incident review.

It is highly likely these children/young people will have experienced some form of trauma and therefore a carer who knows and understands the child/young person's needs will provide invaluable information and support with future planning.

In addition, it is suggested that someone who was not involved in the incident should be involved in post-incident reviews to understand from the child/young person's perspective, what upset the child/young



person most, whether and how staff actions were helpful or unhelpful, and how things could be better in the future.

If there is a pattern of persistent use of RPI, the reviewer should consider, with the Child / young person, and as appropriate, their parents/carers and/or advocates, revising their individual support plan.

The Use of Suspension and Exclusion

Exclusion is a disciplinary measure that the headteacher may use to deal with incidents of serious misbehaviour. There are two types of exclusion:

1. **Suspension:** This is for a specified number of days. The Head teacher may suspend a pupil for up to 5 days at any one time, up to a maximum of 15 days in any one school term. For longer suspensions the Head teacher must obtain the agreement in writing of the Group Director of Education.
2. **Permanent Exclusion:** Permanent exclusion is extremely rare in Jersey. Before a Head teacher can permanently exclude a pupil they must first obtain the agreement in writing of the Group Director.

Unlawful Suspensions

If a headteacher is satisfied that a pupil has committed a disciplinary act and needs to be removed from the school site for that reason, formal suspension is the only acceptable method of removal. 'Informal' or 'unofficial' suspensions, such as sending pupils home 'to cool off' or because they are deemed to be 'unfit for learning' are unlawful, regardless of whether they occur with the agreement of parents or carers.

When a pupil is sent home in response to a breach of discipline, even for a short period of time, this must be formally recorded as a suspension and recorded on SIMS.

It is not appropriate to suspend or to increase the severity of a suspension for a non-disciplinary reason (for example):

- Where a pupil has additional needs or disability that the school feels unable to meet
- Where time is needed to arrange a multi-agency, review or planning meeting
- Failure of a pupil/parent to meet specific conditions before the pupil is reinstated

In every instance where a pupil is sent home for disciplinary reasons, the headteacher will ensure that:

- They are meeting their legal duty of care towards pupils
- Parents are formally notified of the suspension
- Safeguarding/child protection issues remain paramount

Subject to the behaviour policy, teachers may discipline pupils for:

- 1) Misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity or
 - Travelling to or from school or
 - Wearing school uniform or
 - In some other way identifiable as a pupil at the school.
- 2) Misbehaviour at any time, whether or not the conditions above apply, that:



- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

The decision to suspend a pupil for a fixed period should be taken only in response to a significant breach of the school's behaviour policy, where lesser consequences are considered inappropriate. Individual suspensions should be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Evidence suggests that one to three days are often long enough to secure the benefits of suspension without adverse educational consequences.

Suspensions are very rare at St Peter's, and only used in extreme circumstances. The Headteacher uses the guidance from the Education Department and the suggested 'tariff for suspension' when making the decision whether to suspend, and for how long.

A suspension will not be enforced if it puts the safety of the pupil at risk. If efforts to resolve the issue with the parents are unsuccessful the school will contact the Directorate or any other actively involved agency to seek advice and support. Where the parents of a suspended pupil do not speak or have a good understanding of English, the school will make every effort to ensure correspondence and documentation relating to the exclusion is translated into their home language, and every effort to arrange for an interpreter to be present at any meetings with the parent about the suspension.

Suspended pupils will be enabled and encouraged to participate at all stages of the suspension process, taking into account their age and ability to understand.

The Headteacher's Role in Suspensions

Only the headteacher or acting headteacher (the senior member of staff in the headteacher's absence) have the authority to suspend a pupil.

As part of this, the Head teacher must:

- Immediately inform the parents, ideally by telephone, of the intention to suspend, reason for the suspension, the duration of the suspension and of their right to either make representation or appeal as appropriate
- Attach to all suspension letters a copy of 'Suspension from School: Information and Advice for Parents' (See CYPES policy)
- Ensure that arrangements are in place for work to be set, sent home and monitored when completed
- Ensure that the information has been logged on SIMS within 24 hours of the suspension commencing
- If suspended for up to 2 days, arrange a 'return to school' interview no later than the morning of their return date. If suspended for 3 days or more, the 'return to school' interview should take place within the period of suspension.



- Ensure a re-integration plan is in place and that this has been discussed with the pupil, parents and school staff at the return to school interview (on the rare occasion where parents fail to attend, they will be sent a copy of the plan).

Even if the suspension is only for one or two days' duration, schools are expected to:

- Provide homework or class work and maintain contact with the pupil (email, phone) on a daily basis. This contact could be with the pupil's keyworker (if one is in place) provide a named school contact who can address any concerns.

In circumstances where a permanent exclusion is being considered, the HT will demonstrate the active measures previously implemented by school to avoid suspension.

Head teachers should consider whether or not to inform the police where a criminal offence may have taken place on school premises. The community police officer should be consulted to help make a decision.

Internal Suspension

We may also use internal suspensions from time to time. Such suspensions are served on the school site and are not treated as an external suspension from school. Internal suspensions may be more appropriate in cases where a pupil who is subject to a Child Protection Plan, is looked after, or where the headteacher believes a formal suspension might pose a safeguarding risk. It is still necessary to ensure an individual plan is in place and regularly reviewed to prevent the behaviours from recurring.

Parent/Carer Responsibilities

During a period of suspension, parents are responsible for the care arrangements for their children and should ensure that they do not enter school premises or be seen close to the premises unless invited by the school. Ideally, provided the suspension is justified, the parents should support the school's position by ensuring that the pupil is not present in a public place during school hours unless there is reasonable justification for this. If a parent does not comply with a fixed period suspension, for example by sending the child to school, or by refusing to collect them, the school will have due regard for the pupil's safety in deciding what action to take.

Use of Part-time/Reduced Timetables

A reduced timetable refers to those circumstances when a decision is made to reduce a pupil's 'overall' curriculum offer. As part of this arrangement, the pupil continues to attend school full time.

Cases where children are placed on a reduced timetable are likely to be rare and unique in each individual case. By comparison a part time time-table refers to those circumstances where a decision is made to limit the amount of time a pupil spends in school accessing education (on site or otherwise). As part of this arrangement and by definition, the pupil is not accessing a full time education. The decision to place a pupil on a part-time timetable should in no manner compromise the need to safeguard a pupil.

When a part-time timetable might be used

A part-time timetable might be considered in the following circumstances:



- Where a pupil has a serious medical condition and recovery is the priority outcome. These arrangements would be reflected in a 'medical/care plan' agreed between school and health/ other relevant professionals
- Where a pupil has complex social, emotional and mental health (SEMH) and related needs. This would require and include a planned re-integration into school (no longer than 12 weeks) and at the earliest opportunity. This might be an appropriate intervention following a period of non-attendance, school refusal or challenging behaviour.

In circumstances where the school considers that it may be necessary to establish a part-time timetable for the pupil, the school will:

- Complete an assessment using the Early Help model to establish if there are wider needs and what support is required from external agencies
- Complete a written risk assessment (before initiating a part timetable). Specific consideration should be given to any potential safeguarding concerns and required measures to address these by ensuring relevant services are actively and meaningfully involved at the earliest opportunity
- Inform other services who are involved with the pupil/family
- Convene a meeting to discuss and agree the proposals for a part-time timetable. This must include both the parent/carer and the pupil (as appropriate). If the pupil is 'looked after', this must include a member of the Children's Services Children Looked After team. If the pupil has a Record of Needs (RoN), this should include input from the relevant Education team. It should also include input from professionals who form part of the Team around the Child and Family (TACF)
- Establish a plan i.e. TACFP, Pastoral Support Plan, Individual Learning Plan, Personal Education Plan etc. for the part-time timetable which details:
 - the proposed timetable to get back to full-time
 - the curriculum offer
 - how the assessed risk and required safeguarding measures will be managed
 - details of the review schedule
 - interventions to accompany the reduction in time at school
 - targets clarifying what success looks like
 - the person responsible for the plan within school
 - consideration as to whether alternative provision should be an option
- The plan and the teaching hours must be agreed by the parent. The school should retain a copy of the plan signed by the parent.

Monitoring and Reviewing

The school will:

- Monitor the overall use of this strategy within the school and report on this as required (Senior Advisors; IEL teams)
- Maintain a database for all pupils on a part-time timetable providing the following information: name; year group; gender; reason and date started
- Monitor the implementation and impact of all part-time timetables through regular review meetings involving the parent/carer, pupil and professionals actively involved in providing support



- Ensure all review meetings are minuted and copies circulated to all attendees and record the child's attendance accurately on the attendance register (ref: Attendance Policy)



Appendix 1: Consistent Management Plan

Pupil Name: DOB:		Class Teacher: School:		Date of plan: Review date:	
Strengths:					
Concerns/functions of behaviours:					
Targets area/need:	(SEMH Interventions) How will it be met?	Who is responsible?	When will it be completed by?	How will you know Target has been achieved?	
1. Date:					
2. Date:					
<u>Baseline Behaviours</u>		<u>Positive Reinforcement Strategies (related to Baseline Behaviours)</u>			
<u>Triggers</u>		<u>Primary Preventative Strategies (related to Triggers)</u>			
<u>Rumbling Stage Behaviours</u>		<u>Secondary Preventative Strategies (related to Rumbling Stage Behaviours)</u>			
<u>Crisis Stage Behaviours</u>		<u>Tertiary Reactive Strategies (related to Crisis Stage Behaviours)</u>			
<u>Recovery Stage Behaviour</u>		<u>Secondary Supportive Strategies (related to Recovery Stage Behaviours)</u>			



<u>Post Crisis Depression Stage Behaviours</u>	<u>Support Strategies (related to Post Crisis Depression Stage Behaviours)</u>
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Record of Unregulated Events / Behaviours
(In weeks since Consistency Plan introduced)

What happened?	Date/time	Where did it happen?	Who Witnessed it?	What colour/number level did the event reach?	
				rumble	crisis
				0 -----5-----10	
Week 1					
1.					
2.					
3.					
Week 2					
1.					
2.					
3.					
Week 3					
1.					
2.					
3.					
Week 4					
1.					
2.					
3.					
Week 5					
1.					
2.					
3.					
Week 6					
1.					
2.					
3.					



Review of Pupil Interventions Related to Targets

Target need / area	(SEMH Intervention) How will it be met?	Who is responsible?	When will it be completed by? (start date/finish date)	How will you know Target has been achieved? (Starting data/finishing data)
1. Date:				
2. Date:				
3. Date:				
4. Date:				

3	Likely	3	Over 3 day injury or illness			3	15	12	9	6	3	<p>8-5 Low No additional controls are required. Existing controls should be maintained.</p> <p>4-1 Very Low These risks are considered acceptable</p> <p>(Please see additional action criteria notes)</p>
2	Unlikely	2	Lost time injury or illness			2	10	8	6	4	2	
1	Very unlikely	1	Minor injury or illness			1	5	4	3	2	1	

Behaviour/Hazard	Who could be affected	Risk assessment – Evaluating the risk Likelihood x Severity			Controls in place (See Positive Behaviour Approaches for Examples)	New Risk Assessment Likelihood x Severity		
		Likelihood	severity	Risk Assessment		Likelihood	severity	Risk Assessment
1.								
2.								
3.								
4.								
5.								
6.								

Appendix 3

Positive Safer Handling Plan to accompany Individual Students

- When the Consistent Management Plan and Risk assessment indicate the likely need for school staff to use Restrictive and Non-restrictive Physical Interventions.
- Restrictive and Non-restrictive Physical Interventions include: Disengagement, Guiding, Escorting and Holding.
- All staff listed on the plan must have attended up to date training in Maybo Conflict Management and Safer Handling – **Children** or **Adolescent**
- SEMHIT will offer refresher training on a regular basis to ensure school staff are confident and safe to carry out Restrictive and Non-restrictive Physical Interventions.

Student Name: School:	D.O.B: Is the young person a looked after child? yes / no
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Date Safer Handling Plan to be introduced:	Review date:
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List the staff that are authorised by the head teacher to carry out Restrictive and Non-restrictive Physical Interventions:

People involved in contributing and developing this plan, including the pupil and parents/carers:

What behaviours may occur which may require the use of N-RPI and RPI.	What preventative measures or positive reinforcement strategies could be implemented? <i>(Maybo Risk reduction Model - Primary, secondary and tertiary)</i>	What de-escalating techniques could be used to prevent the use of N-RPI and RPI? <i>(Maybo Open Palms – position, attitude, look and listen, make space, stance. (Maybo Safer Model – Step back, assess, find help, evaluate options and respond)</i>	What types of Restrictive and Non-restrictive Physical Interventions could be used? <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful) Plus necessary, reasonable and proportionate.</i>
1.			
2.			
3.			
4.			

I, the parent/carer of _____ Have discussed this Positive Handling Plan and agree to _____	On behalf of the staff of _____ school. I undertake to ensure that we inform the parents/carers of:
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<p>Being guided, escorted or held if the staff assesses that there is no alternative for his/her own safety and the safety of others.</p> <p>Signed: _____</p> <p>Dated: _____</p>	<p>On each occasion that we have to guide, escort or hold _____ safely.</p> <p>Signed : _____ (Head Teacher)</p> <p>Date: _____</p>
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Justification for Physical Intervention

Justification for Physical Intervention: Education (Jersey) Law 2017

- 1. Committing an offence**
- 2. Causing injury, or damage, to a person or the property of any person. (including the person themselves)**
- 3. Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, weather during lessons or elsewhere.**

(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)
Plus necessary, reasonable and proportionate.

Maybo moral and ethical values –
 Treat children with respect and dignity. Act in their best interests. Maintain positive relationships. Just because it is lawful doesn't mean its right.
 All Physical interventions carry risk of: Physical harm, stress and emotional trauma therefore it is seen as a last resort.

Types of Physical intervention (Red – children, Blue - adolescent)

Types of Physical intervention: Non-Restrictive Physical Interventions.

- 1. (Disengagement) Self-defence – protecting against assault.**
(Open Palms, Roofs and walls, Grab prevention, Active Palms, Cradle off, Strong clothing grab, Bomb shelter exit, Hair grab, Object removal.)
- 2. (Guiding) Non-restrictive**
(Shepherding, Supportive prompt.)
- 3. (Guiding) Low level Restrictive**
(Cradle guides, Hook and cradle guide and turn, Front and rear shoulder turn, Elbow turn.)

Types of Physical intervention: Restrictive Physical Interventions

- 4. (Escorting) Handling – restrictive**
(Hook and interrupter escort, Reverse hook and interrupter escort, Support to floor, Wrap escort, Wrap turn and reverse, Hip hook and turn, Team turn. Cross body escort to be used with adolescents only.)
- 5. (Holding) Handling – restrictive**
(Kneeling hook and cradle containment, Containment with hooks, Seated hook and cradle, Wrap hold, Wrap wall recovery Single wrap and hook containment.)
- 6. (Seated and kneeling) Handling – restrictive**
(Seated hook and cradle, Seated wrap, Wrap support to ground, Switch kneeling to seated, Re-engagement.)

Views of pupil

<p>6. Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, weather during lessons or elsewhere. <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</i> <i>Plus necessary, reasonable and proportionate.</i></p>	<p>8. (Holding) Handling – restrictive <i>(Kneeling hook and cradle containment, Containment with hooks, Seated hook and cradle, Wrap hold, Wrap wall recovery Single wrap and hook containment.)</i></p> <p>9. (Seated and kneeling) Handling – restrictive <i>(Seated hook and cradle, Seated wrap, Wrap support to ground, Switch kneeling to seated, Re-engagement.)</i></p>
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The Incident

Date/Time of Restrictive Physical Intervention	Duration Start finish/time	Description of behaviour	Justification for Restrictive Physical Intervention (See above grid)	Types of RPI used (See above grid) Was the RPI used as part of a Planned Intervention? If yes, please attach Positive Handling Plan.	Staff Involved with RPI. (Physically or as an observer) Pupil witnesses
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- Review of Incident of Restrictive Physical Intervention (RPI)
- After completing the **Report of Restrictive Physical Intervention** (Holding and Escorting) please send to SEMHIT.
 - The school and SEMHIT should review the Incident using the following format. It is current policy and good practice for schools/staff to review any incident that involves an RPI.

Post-incident student and staff supports

Did pupil or staff require first aid or admission to hospital? Where individuals monitored during and after the event? Please describe any injuries sustained.	How the pupil and staff were supported after the incident? How the pupil was supervised and supported after the incident of RPI? How were staff supervised and debriefed, appropriate to the individual’s needs?	How the pupil/staff conflict was resolved and if appropriate were restorative processes used? How the feelings of those were involved heard?	What training needs have arisen as a result of the incident? What organisation changes could be made to reduce the chance of RPI occurring again?

Review of incident			
<p>Antecedents or build up leading to the need for RPI.</p> <p>What triggered the behaviour? (Maybo POPS - Person, Object, Place, Situation)</p>	<p>What de-escalating techniques were used prior to the RPI?</p> <p>(Maybo Open Palms – position, attitude, look and listen, make space, stance. (Maybo Safer Model – Step back, assess, find help, evaluate options and respond)</p>	<p>What was successful about the management of the incident and the staff responses?</p> <p>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</p>	<p>What could change to reduce the chances of RPI from being used again?</p> <p>(Maybo Risk reduction Model - Primary, secondary and tertiary)</p>

Appendix 5

<u>School Log of Non-Restrictive Physical Interventions (N-RPI's) for an Individual Pupil</u>	
<ul style="list-style-type: none"> This Log is to be used for recording Non-Restrictive Physical Interventions (Guiding and Disengagement) SEMHIT will review this information termly and/or if the school feel they need support to reduce the number N-RPI's. For Restrictive Physical Interventions (Holding and Escorting) please complete appendix 5 and forward copy to SEMHIT. 	
Pupil Name:	D.O.B.
School:	Is the young person a looked after child? yes / no
Does the pupil have a Safer Handling plan? Yes/No	If yes - Date it began: If no – Date handling plan to be introduced:
List the staff that are trained in Maybo, Safer Handling - Children/Adolescent PI's and are listed on the Safer Handling Plan:	
Justification for Physical Intervention: Education (Jersey) Law 2017 7. Committing an offence 8. Causing injury, or damage, to a person or the property of any person. (including the person themselves) 9. Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, weather during lessons or elsewhere.	Types of Physical intervention: Non-Restrictive Physical Interventions. 10. (Disengagement) Self-defence – protecting against assault. <i>(Open Palms, Roofs and walls, Grab prevention, Active Palms, Cradle off, Strong clothing grab, Bomb shelter exit, Hair grab, Object removal.)</i> 11. (Guiding) Non-restrictive <i>(Shepherding, Supportive prompt.)</i> 12. (Guiding) Low level Restrictive

<i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful) Plus necessary, reasonable and proportionate.</i>				<i>(Cradle guides, Hook and cradle guide and turn, Front and rear shoulder turn, Elbow turn.)</i>			
Date of Non-restrictive Physical Intervention	Duration Start finish/time	Justification for N-RPI (See above grid)	Types of N-RPI used (See above grid)	Staff Involved with N-RPI	Line manager informed	Review of incident.	
						Antecedents or build up leading to need for N-RPI	What could change to reduce the chances of N-RPI's from being used again?
1.							
2.							
3.							

Appendix 6

Review of Incident of Restrictive Physical Intervention (RPI)

- After completing the **Report of Restrictive Physical Intervention** (Holding and Escorting) please send to SEMHIT.
- The school and SEMHIT should review the Incident using the following format. It is current policy and good practice for schools/staff to review any incident that involves an RPI.

Post-incident student and staff supports

Did pupils or staff require first aid or admission to hospital? Where individuals monitored during and after the event? Please describe any injuries sustained.	How the pupil and staff were supported after the incident? How was the pupil supervised and supported after the incident of RPI? How were staff supervised and debriefed, appropriate to the individual's needs?	How the pupil/staff conflict was resolved and if appropriate were restorative processes used? How the feelings of those were involved heard?	What training needs have arisen as a result of the incident? What organisation changes could be made to reduce the chance of RPI occurring again?

Review of incident

<p>Antecedents or build up leading to the need for RPI.</p> <p>What triggered the behaviour? <i>(Maybo POPS - Person, Object, Place, Situation)</i></p>	<p>What de-escalating techniques were used prior to the RPI?</p> <p><i>(Maybo Open Palms – position, attitude, look and listen, make space, stance.</i></p> <p><i>(Maybo Safer Model – Step back, assess, find help, evaluate options and respond)</i></p>	<p>What was successful about the management of the incident and the staff responses?</p> <p><i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</i></p>	<p>What could change to reduce the chances of RPI from being used again?</p> <p><i>(Maybo Risk reduction Model - Primary, secondary and tertiary)</i></p>
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