

1. Policy Purpose and Scope

This policy provides a **DfE-compliant framework** for preventing, managing and reviewing restrictive physical interventions (RPI) at The Write Time School. It must be read alongside the school's Behaviour Policy and Exclusion Policy and in the context of PRICE training documentation and guidance.

The Write Time School's Behaviour Policy states that **"restraining people is not part of The Write Time's values"** and that restrictive physical intervention is **"an absolute last resort response in line with Keeping Children Safe in Education guidance 2026."**

This policy ensures compliance with:

- Education and Inspections Act 2006 (Section 93)
- DfE Use of Reasonable Force Guidance (2026)
- Keeping Children Safe in Education (2026)
- Equality Act 2010
- Health & Safety at Work Act 1974

This policy applies to all staff, partner organisations, and external providers working with The Write Time School.

2. Values and Principles

The Write Time School's ethos is rooted in **positive behaviour support, Choice Theory, and trauma-informed relational practice**. The team at the school are all PRICE trained on joining the organisation and then receive refresher training on a biannual basis. All certification is kept on staff files.

Key principles:

- **Prevention First:** RPI is avoided through individualised support, Behaviour Support Plans (BSPs), Choice Theory education, and early identification of crisis indicators.
- **Respect and Dignity:** All interventions must preserve the young person's emotional safety and rights.
- **Least Restrictive, Last Resort:** RPI is used only when a young person is at immediate risk of serious harm and all non-physical strategies have been exhausted.

3. Definitions

- **Physical Intervention:**
 - Any physical contact intended to guide, block, escort or redirect a young person.
- **Restrictive Physical Intervention (RPI)**
 - Any intervention that limits a young person's movement or freedom, including restraint.
- **Reasonable Force**
 - Force that is proportionate to the risk, used only to prevent harm, and is the least restrictive option.

4. Prevention and Positive Behaviour Support

The Write Time School's Behaviour Policy emphasises:

- "Behaviour is used to communicate an unmet need."
- "Human behaviour is expressed through emotional responses."
- "It is often the environment that creates behaviours viewed as socially unacceptable."

Behaviour Support Plans (BSPs)

Every young person with identified behavioural needs has:

- A BSP
- A behavioural risk assessment
- De-escalation strategies
- Crisis indicators
- Risk-reduction strategies
- Short- and long-term goals

Choice Theory Integration

Staff use ABC analysis (Antecedent-Behaviour-Consequence) and support young people to understand their basic needs and alternative ways to meet them.

5. When Restrictive Physical Intervention May Be Used

RPI may only be used when:

- A young person is at immediate risk of seriously injuring themselves or others.
- There is no safe alternative.
- The intervention is proportionate, necessary, and time-limited.

RPI must **not** be used:

- As punishment
- To enforce compliance
- For convenience
- When staff are not trained
- When risk assessment does not support its use

6. Staff Training and Competence

Staff receive training in:

- De-escalation
- Crisis recognition
- Trauma-informed practice
- Safe restrictive intervention techniques
- Legal responsibilities
- Post-incident support

In terms of specific RPI training all permanent employees are PRICE trained on joining the organisation and then receive refresher training on a biannual basis. All certification is kept on staff files centrally. None directly employed staff, temporary staff and non-PRICE trained staff are not permitted to undertake RPI.

7. Planned vs Unplanned Interventions

Planned Interventions

Used when risk assessments indicate RPI may be required. Must be:

- Documented in BSP
- Agreed with senior leaders
- Communicated to parents/carers
- Reviewed regularly

Unplanned Interventions

These occur in unforeseen emergencies. They must be:

- Justified
- Recorded
- Reviewed
- Used only to prevent immediate harm

8. Reporting and Recording

Staff must record:

- Context, time, location
- Who was present
- Antecedent factors
- Alternative actions attempted
- How behaviour was managed
- Type and duration of intervention
- Staff involved
- Injuries (if any)
- Pupil voice
- Debrief actions

All incidents are recorded on the school MIS (Arbor) which has a specific function as a timestamped 'Bound Book'. Incidents must also be recorded on CPOMS.

Parents/carers must be notified of any and all uses of RPI in a timely manner.

9. Post-Incident Support and Review

Following any RPI:

- Staff and young person receive emotional support
- A debrief is completed
- BSP and risk assessment are updated
- Incident is analysed using ABC and Choice Theory
- Parents/carers are informed
- External agencies involved if needed

10. Roles and Responsibilities

- Headteacher and Governors:
 - Ensure compliance
 - Oversee training
 - Review incidents
- Designated Safeguarding Lead:
 - Ensures interventions meet safeguarding requirements
- Behaviour Lead:
 - Oversees BSPs and risk assessments
 - Ensures de-escalation strategies are embedded
- All Staff
 - Follow BSPs
 - Use de-escalation
 - Record incidents
 - Apply Choice Theory principles

11. Links to Other Policies

- Behaviour Policy
- Exclusion Policy
- Safeguarding & Child Protection Policy
- SEND Policy
- Health & Safety Policy
- Curriculum Policy
- External Provision Behaviour Protocol

12. Monitoring and Review

This policy is reviewed annually or sooner if:

- DfE guidance changes
- Behaviour trends indicate emerging risks
- Training updates require policy changes