Westlea Primary School

Restrictive Interventions Policy

(Including positive handling and Reasonable Force)

" At Westlea Primary School we learn together to achieve success for all, based on high expectations and equality of access for all. We nurture the growth of the whole child- academically, artistically, socially, emotionally, morally and physically-celebrating all achievements in a safe, caring, inclusive and creative environment. The whole team works together to bring learning 'alive' and extend pupil experiences so that they are well prepared for the next steps in their education."

Date Adopted by Governing Board	November 2026
Review Period	Annually
Review Date	November 2027

1.Introduction and Philosophy

Westlea Primary is a caring, inclusive school where we believe that everyone has the right to feel safe and welcome. This policy operates within our core belief that the only behaviour we can truly control is our own, and that building strong relationships is the foundation for success.

"Together we achieve success for all"

While we aim to minimise the need for restrictive interventions through a consistent, calm approach to behaviour management, we acknowledge that there are times when such interventions are lawful and necessary to protect individuals and the wider school community. This policy outlines how we balance our duty of care with the legal power to use reasonable force.

2.Statutory and Legal Framework

This policy is written in accordance with the following legislation and guidance:

- Education and Inspections Act 2006 (Sections 93 and 93A): Providing the legal power to use force and the statutory duty to record and report significant incidents.
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025: Mandating the recording of al restraint and seclusion incidents.
- Equality Act 2010: Requiring the school to make reasonable adjustments for pupils with SEND.
- Health and Safety at Work etc. Act 1974: Ensuring the safety and welfare of employees and pupils.
- Keeping Children Safe in Education (KCSIE): Aligned with all safeguarding and child protection protocols.

3.Definitions of Restrictive Interventions

To ensure legal clarity, Westlea Primary adopts the April 2026 DfE definitions:

- Restrictive Intervention: An umbrella term for any means used to prevent, restrict, or subdue movement of a pupil's body.
- Reasonable Force: Using no more force than is needed for the least amount of time. This includes "control" (passive contact like blocking a path) and "restraint" (physically holding a pupil).
- Restraint: An intervention that immobilises a pupil or limits their movement, which may or may not include direct physical contact (e.g., holding a pupil's arms or removing a walking aid).
- Seclusion: A non-disciplinary safety measure involving keeping a pupil confined to a safe place away from others (e.g., Safe space) and preventing them from leaving.
- Significant Incident: Any incident where the use of force goes beyond appropriate physical contact (e.g., a pat on the back or first aid).

4.The Team-teach Approach and Training

All physical interventions at Westlea Primary are conducted within the Team-teach framework.

- Staff Training: Teachers and authorised staff undertake a minimum of 12 hours of Team-teach training. The school maintains two in-house qualified instructors to ensure rigorous standards.
- Authorisation: The Head Teacher maintains a list of staff authorised to use planned physical techniques. This authority extends to temporary staff (e.g., agency workers) if they have appropriate training and experience.
- Help Protocols: Staff must follow the Team-teach 'Help Script' to avoid confusion. The code word "more" signifies that a decision has been taken to change personnel; the person offering help takes full responsibility for the next step.

5.Preventative Strategies and De-escalation Physical intervention is the "Last Resort".

- Staff must first attempt to diffuse the situation using the "Westlea Way":
- Relentless Routines: Maintaining visual consistency and a calm adult presence.
- 30-Second Interventions: Using gentle, side-on approaches at eye level to state expectations and desired outcomes.
- Red & Green Choices: Offering visual cards to help pupils self-regulate.
- Environmental Modification: Removing objects that could be used as missiles or weapons.
- Positive Touch: Using "Caring C's" or hand-holding to guide or escort pupils to a safer, less pressured space.

6.The Use of Reasonable Force

6.1 Circumstances for Use Reasonable force may be used to prevent a pupil from:

- Injury: Hurting themselves or others (e.g., stopping a fight).
- Criminal Offence: Committing an act that would be a crime if they were of age.
- Property Damage: Causing serious damage to school property.
- Disorder: Causing a breakdown of discipline that disrupts school events or the safety of others.

6.2Proportionality and Necessity

- When deciding to intervene, staff must assess: Is it necessary? Are there less restrictive alternatives?
- Is it proportionate? Is the degree of force the minimum required to reduce the risk?
- Is it in the best interest of the child?

6.3 Unacceptable Uses of Force Under no circumstances shall staff:

- Use force as a punishment (this is always unlawful).
- Apply pressure to the neck, throat, chest, or abdomen in a way that restricts breathing or circulation.
- Use "seated double embrace," "double basket-hold," or "nose distraction" techniques.
- Subject pupils to undignified or humiliating treatment.

7. Seclusion (Non-Disciplinary Safety Measure)

In accordance with 2026 guidance, seclusion is used only as a safety measure for pupils experiencing extreme emotional dysregulation.

- Not a Sanction: Seclusion must never be implemented through threat of punishment.
- Supervision: The pupil must be supervised by a staff member at all times.
- Safe space: The environment must be safe and not feel threatening to the pupil.
- Termination: The intervention must end as soon as the immediate risk of harm has reduced.

8.Recording and Reporting Duties

8.1 Internal Recording

All significant incidents involving force or seclusion must be recorded the same day.

- Platform: Records must be entered into CPOMS and the school V&A Tracker.
- Required Details: Names of staff/pupils, triggers, de-escalation attempted, type of force used, duration of intervention, and details of any injuries.

8.2 Reporting to Parents Effective April 2026, the school has a statutory duty to inform parents of every significant incident as soon as practicable, and no later than the same day.

- Exception: Reporting may be withheld only if it is assessed that doing so would result in serious harm to the pupil.
- Method: Parents will be informed in writing (e.g., via email or CPOMS notification), following an initial phone call where possible.
- Follow-up: Parents are invited to a follow-up discussion to review the pupil's Behaviour Support Plan (BSP).

9. Special Educational Needs and Disabilities (SEND)

Westlea Primary recognises that pupils with SEND may display harmful behaviours as a reaction to sensory overload, anxiety, or communication difficulties.

- Reasonable Adjustments: Staff must consider the pupil's specific needs before intervening.
- Behaviour Support Plans (BSP): Any pupil at risk of restrictive intervention must have a bespoke BSP signed and agreed by parents. The BSP should detail effective techniques and those that must be avoided (e.g., "Child X" cannot have leg support due to splints).

10. Post-Incident Support and Recovery

- Medical Care: Immediate first aid or medical assessment must be sought if any injuries occur.
- Repairing Relationships: Time must be given to rebuild trust through restorative conversations. Staff will use the school's 6 Restorative Questions once the pupil is calm.
- Staff Support: The SLT will provide pastoral care to staff involved, acknowledging that injuries or crisis incidents can be traumatic.

11. Complaints and Allegations Westlea Primary is an open and transparent school.

- Investigation: All complaints regarding the use of force will be investigated thoroughly and speedily.
- KCSIE Compliance: Allegations of inappropriate force will follow the "Dealing with Allegations of Abuse" protocols.
- Presumption of Innocence: Staff who act in good faith and use reasonable, proportionate force will be supported.

Policy Evaluation

The Governing Body will regularly review incident data to identify patterns, ensure the policy is administered fairly, and monitor any disproportionate use of interventions in relation to pupils with SEND or protected characteristics.

Stage 3

Behaviour Support Plan

Name of child		Year Group: Class:	
Date this plan started		Date this plan to be reviewed:	
SEND Needs			

Agreement of Behaviour Support Plan			
Child Signature (if age/stage appropriate)		Date	
Parent/Carer Signature		Date	
Teacher Signature		Date	
SLT Lead Signature		Date	

Positive Reward and Choice System

On successful completion of classroom task/positive behaviour, student will recive positive praise. They are then to work towards chosen rewards.

Eg: Praise Motivators for Child X
1. Choice box
2. Star of the day
3. Sticker chart
4. Westlea Wood
5. I-pad time (suitable choice)
6. Lego time

Praise Motivators for Child	
1	
2	
3	
4	
5	

Known situations/ environment/triggers which contribute to any emotional distress of the student:

3: Often 2: Likely 1: Occasionally 0: Rare

Boredom		Under Stimulation		Lack of Attention	
Noise/Shock		Start of lesson		Environment	
Conclusion of activity		Over Stimulation		Change of Routine	
Change of Face		Transition		Other	
Further details to expand on if required:					

Profile Specific Behaviours

Level of Risk

High Medium Low

Specific Behaviours	H/M/L	Specific Behaviours	H/M/L	Specific Behaviours	H/M/L	Specific Behaviours	H/M/L
Self-harm		Punching		Verbal threats of self-harm		Head banging	
Screaming/Crying/ Shouting		Biting Others (Staff)		Sexualised behaviour to others		Absconding	
Removing Clothes		Pulling at clothes		Nipping Others		Pulling Hair	
Spitting (Staff/Pupils/Both)		Kicking others		Sexualised Behaviour		Urinating/Defecating	
Refusing to work		Verbal aggression		Destruction		Kicking Furniture/equipment	
Throwing Furniture/Equipment		Holding/Grabbing		Climbing furniture		Other	

Behaviour Support Plan at each stage

Key Staff	Triggers/ Likely Behaviours/ Actions
Stage 1	
Stage 2	
Stage 3	
Stage 4	
Stage 5	
Stage 6	

EXAMPLE PLAN

Behaviour Support Plan at each stage

Key Staff	Triggers/ Likely Behaviours/ Actions
	Stage 1
staff X Staff XX Staff XXX	Being told no or to stop / pause Handwriting sessions Transition from one area to another Other children's reactions Losing a game . another child winning or receiving praise Child X can begin to display challenging behaviour any time of the day. He may start to talk louder, shout and begin to fling his arms around and flap his hands. Child X may then start to target a child and begin to call them things like 'stupid', 'fat' or 'thick' would be his usual vocabulary. He may also use more inappropriate language throughout. Adults are to give him two choices using the visual red and green behaviour card. Green choice – workstation with choice box for 5 minutes / mat on gym ball Red choice - C1 (5 minutes missing from break) He needs his sensory box, at his work station, complete with the items uses to regulate - playdough, bluetac, fidget spinner and a range of brushes which he likes on his arms And offer his choice box which has sonic colouring pages, colouring pencils, word searches and lego.
	Stage 2
staff X Staff XX Staff XXX	**Adult giving him a choice he does not like.** **Other pupils shouting back at him responding to his negative behaviour** Child X may become verbally aggressive towards staff and children. He is more likely to accept the five minutes at his work station, if he is shown the red and green visual cards. However, If he continues to make the wrong choices, a warning 2 would be given displayed on the red and green visual choice board, following this a Warning 3 card, linked to Behaviour Policy. Child X should continue to be reminded of the choices given in stage 1 and offered his sensory box at his workstation or gym ball on the mat. At this point a change of face may help – but with the same approach using the same visuals and choices. If child X continues to escalate, we may need to move to a calm room or the bench in the corridor which is outside of the classroom doors. Child X should be given this choice on their green and red visual choice board.
	Stage 3
staff X Staff XX Staff XXX	Adult giving him choice he does not like Other pupils shouting back at him responding to his negative behaviour At this stage child X has been known to begin to spit, kick, bite and may try to throw things. If this happens, adults to remove him from class using Two person elbow into the nearest safe space. Sometimes at this point, child X will ask to be alone. If he does the adult should stand in a position so that they can observe the child for safely until they are calm. If child X continues to escalate, and continues to hurt themselves or others, staff should use a comfort cuddle. If child X bangs his head on the floor or walls, staff should use a cushion or hand to avoid the child hurting themselves. Child x is known to bite and nip, therefore adults should wear armguards and comfort hug under the child's arms. Staff should be appropriately dressed and have their hair tied back to avoid it being pulled. When the adult is leaving the comfort hug, they should count down from 5 to allow child X know that the adult is moving away.

	If child X continues to escalate, the adult may need a change of face and repeat the above steps with the new adult. If the staff feel that they need further support and the situation is becoming dangerous, they should use the red radio to call for help. Stage Four Staff X Staff XX Staff XXX Child X will usually begin to cry
Stage 4	
Staff XXX	Child X will usually begin to cry and most of the time and will wet himself at this point. Child X will need wipes and his change of clothes bag. Staff will help child X if he needs help with changing. Usually child X does not like to talk about the incident and will ask for a drink of juice (orange - not black current). Child x should remain in the safe place with the lights off and some calming music quietly playing.
Stage 5	
staff X Staff XX	As above stage 5 and 6
Stage 6	

De-escalation Techniques and justification to use physical control

Stage 1	De-escalation Techniques: (No physical control needed at Stage 1)
Reminder of the task Reminder of rewards Praise for good behaviour Reminder of the choices Distraction Move to another area of the classroom / environment Offer of sensory box Take to do a little 'job' Show Child a piece of good work they have previously done Offer 5 minutes on own / with a trusted adult	

Stage 2		**<u>De- Escalation Techniques and physical control</u>**	

Stage 3	De – Escalation Techniques and any physical control techniques used in order to prevent injury to self / other pupils / staff, prevent absconding, prevent damage to property, disruptive behaviour impacting upon others safe and secure learning environment.		
Staff/adults are none verbal		Leg support	
Two person single elbow escort		Comfort hug	
Head Support		Two-person single elbow seated	
Guide using caring C's		Double Elbow Escort	
Any physical control which cannot be used:			

Stage 4	Stage 5	Stage 6	Debrief Repair and Review Resources needed as identified above in behaviour support plan.
E.G. Spare bag of clothes needed and wipes, soft blanket, water bottle-child x almost always has a drink, Lego, playdough, puppets (to support debrief) calming music from iPad			

Other Relevant Policies

- This policy should be read in conjunction with:
- Relationships & Behaviour Policy
- Staff / Pupil Pebbles
- Health & Safety Policy
- KCSIE – Safeguarding / Child Protection Policy
- Low Level Concerns Policy

Definitions of Terms

The Use of Reasonable Force

1. 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.

2. 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 student needs to be restrained to prevent violence or injury.

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

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as guiding a pupil by the arm out of a classroom.

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

6. 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.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or 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; and
- 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.

Power to search pupils without consent

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"3: 3 Section 550ZB(5) of the Education Act 1996

- 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. Separate guidance is available on the power to search without consent – see the 'Further sources of information' section for a link to this document.

Communicating the school's approach to the use of force

- Every school is required to have a Behaviour Policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school Behaviour Policy to include the power to use reasonable force. Please see Behaviour Policy for more details.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- We do not require parental consent to use force on a pupil in an emergency situation, a Behaviour Support Plan would then be actioned with parental involvement.
- We do not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, school will reduce the likelihood of complaints being made when force has been used properly.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people.

The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Physical Control in Care Medical Panel - 2008 - **These restraints are not used in school**

Telling parents when force has been used on their child

All parents of children in school are involved in the process of the creation of their child's Behaviour Support Plan, including the Positive Handling RPI section of the plan. The plans are reviewed regularly, signed and agreed by parents before they are shared with the staff team.

In school, we operate a tiered approach to parental communication, in regards to the use of Positive Handling / RPI, where parents can decide which best fits their personal wishes – some parents express that being regularly informed

of their child's challenging behaviour (due to underlying SEND needs) often leads to further crisis behaviour at home and a significant detrimental effect on parental mental health. Therefore, we have introduced our tiered approach.

Option 1 – Parents will be fully informed of all instances where an adult has had to use any form of guide, escort, physical intervention or RPI. It is our practice to speak to parents about all incidents involving the use of guides, escorts & force and ensure parents are fully aware of all crisis / challenging behaviour involving their child.

Option 2 - Parents will be fully informed of all instances where an adult has had to use any form of physical intervention or RPI in order to support / withdraw their child to a designated Safe space in order to support their child to self-regulate. It is our practice to speak to parents about all incidents involving the use of force and ensure parents are fully aware of all crisis / challenging behaviour involving their child.

Option 3 - Parents will be fully informed of all instances where an adult has had to use any form of physical intervention or RPI that is outside of the scope of that pupil's patterns of regular behaviour, where their child was supported / withdraw to a designated Safe space in order to support their child to self-regulate. It is our practice to speak to parents about all incidents involving significant / crisis behaviour, that is unusual compared to the pupil's regular behaviour patterns / interactions and the associated use of force and ensure parents are fully aware of all circumstances surrounding the crisis / challenging behaviour.

In deciding what is a serious incident, teachers should use their professional judgement and consider the: • pupil's behaviour and level of risk presented at the time of the incident;

- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. We will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, we will ensure that the teacher has access to a named contact who can provide support.
- The Governing body will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees.
- It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Frequently Asked Questions

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Responsibilities

Pupils are responsible, insofar as they are able, for:

- Behaving in a manner which does not instigate the use of RPI;
- Resolving conflicts amicably and responding to adults' efforts to de-escalate different situations; and
- Ensuring that they contribute to the creation of a safe working environment for all, and individual's rights to such.

Parents and Carers are responsible for:

- Ensuring that they support the creation of a safe, effective working environment in schools;

- Supporting the school and LA policies
- Working with school in a supportive role to resolve difficult incidents;
- Acting as good positive role model; and
- Encouraging attitudes in their children which avoid the use of RPI

Schools and their staff (teaching and non-teaching) are responsible for:

- Developing their policies and guidance on behaviour management which reflect the principles and contents of the LA policy;
- Ensuring that staff are aware of the policy contents and that they have the appropriate skills;
- Implementing, communicating, publishing, monitoring, evaluating and reviewing the school policy;
- Monitoring incidents of RPI including: -
- The frequency of their use; - - - -
- The justification for their use;
- Their nature;
- Their users; and
- The views of students concerning them.
- Ensuring they need to use RPI is minimised and only used in appropriate circumstances;
- Ensuring that every opportunity is made to resolve situations, avoiding the use of RPI;
- Reporting physical control incidents to the LA;
- Reporting, where appropriate, incidents through the child protection procedures;
- Acting as good role models for other partners; and
- Ensuring that they contribute to the creation of a safe working environment for all.

Governors are responsible for:

- Ensuring that they support the creation of a safe working environment for all;
- Ensuring that the school has a policy which reflects the principles and practices of the LA policy, and that the policy is implemented, communicated, published, monitored, evaluated and reviewed;
- Ensuring that the climate of the school encourages a peaceful, calm and non-physically threatening atmosphere/ethos;
- Making appropriate resources available for the policy to be fully implemented.

The LA is responsible for

- Contributing to the creation of a safe working environment for all;
- Providing support, guidance, advice and information to schools;
- Developing, communicating, publishing, monitoring, evaluating and reviewing of policy;
- Facilitating opportunities for training;
- Monitoring information received from schools;
- Liaising with Social Services to address related Child Protection Issues; and
- Listening to the views of pupils, parent or carers, schools, governors and others.

Appendix 5 – Entitlements

Pupils are entitled to:

- A safe, secure and inclusive working environment;
- Be aware of the policy and how it relates to them according to their ability to understand;
- Be treated with respect and dignity, regardless of race, religion, gender, age, special educational needs, etc;
- Know that the LA and school policy will be properly be implemented and supported by the staff, governors and LA; and

- Have their feelings, views and needs considered by schools, Governors and the LA

Parents and Carers are entitled to:

- Know the school's policy and arrangements on RPI;
- Be informed about incidents which have involved their child and be involved (where appropriate) in resolution of related problems; and
- Know that their child will experience a safe and secure inclusive working environment

Schools and their staff (teaching and non-teaching) are entitled to:

Support from pupils, governors, parents or carer and the LA in implementing their policies;

- Safe and secure working environments;
- Be treated with respect and dignity
- Have their awareness of RPI issues raised;
- Be aware of school policies on RPI issues and of the schools' arrangements and to be involved in their development; Be trained (where school policies permit) in RPI;
- Be informed about pupils for whom RPI may need to be totally avoided except in exceptional circumstances;
- Be supported by senior staff where incidents occur; and
- Policy and guidance from the LA to advise them.

Governors are entitled to:

- Policy and guidance from the LA to advise them;
- Be informed about the use of RPI strategies in schools whilst protecting the confidentiality of individuals, pupils and staff; and
- Support from the LA, parents or carers and staff in implementing their policies

The LA is entitled to:

- Know that all schools will have clear RPI policies which reflect the LA policy and guidance;
- Information from schools about RPI incidents; and
- Support from staff, governors, and parents or carers in implementing its RPI policy.

Requirements

The LA expects all its schools, in consultation with the Governing Bodies or management groups, staff, pupils and parents or carers, to produce a policy statement for the use of Restrictive Physical Interventions which reflects this LA's policy statement. The LA will issue further advice and guidance to schools on the use of RPI to enable them to meet this requirement.