



# RESTRICTIVE PHYSICAL INTERVENTION POLICY

## September 2020

### Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children are referred to the Beacon of Light School.

The policy is referred to all staff (including temporary staff and volunteers) at induction and should be read in conjunction with the school Behaviour for Learning Policy.

This policy and guidance should be read alongside the SCE Policy and Guidance on Behaviour and takes account of:

- Use of reasonable force: Advice for Head teachers, staff and governing bodies Department for Education 2012 The Education Act 1996 <http://www.legislation.gov.uk/ukpga/1996/56/contents>
- Education and Inspections Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/contents>
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

This policy will be reviewed in full by the Trustees on a bi-annual basis. This policy was last reviewed and agreed by the Trustees in September 2020.

Signature \_\_\_\_\_ Principal \_\_\_\_\_ Date: \_\_\_\_\_

Signature \_\_\_\_\_ Chair of Trustees \_\_\_\_\_ Date: \_\_\_\_\_

### RESTRICTIVE PHYSICAL INTERVENTION IN SCHOOLS:

There are occasions when restrictive physical intervention (RPI) is an appropriate 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.

This policy on RPI includes:

- Legal context.
- Reference to the school behaviour policy which indicates strategies which reduce the likelihood of needing to use RPI.
- Acknowledge the school's duty to make reasonable adjustments for disabled students or students with additional needs.
- Distinguish between planned and emergency use of force.
- A format for recording incidents when RPI is used.
- A format for risk assessment of behaviour which might require RPI.
- A format for a Positive Handling Plan.
- Procedures for post incident support.
- Training available to staff.
- How complaints will be managed.

### **Underpinning Principles**

- The use of force should, wherever possible, be avoided.
- There are occasions when the use of force is appropriate.
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

DfE Guidance states that no schools should 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 student, or prevent them taking action needed to prevent a student causing harm.

### **Legal Context**

All members of a school staff have a duty of care to ensure the safety of the students in their care.

Any citizen has the common law power to intervene in an emergency to use reasonable force in self defence, to prevent another person from being injured or committing a criminal offence.

Section 93 of the Education and Inspections Act 2006 gives all school staff (or other people authorised by the Principal) the power to use such force as is reasonable to prevent a student from doing or continuing to do any of the following:

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

### **What is reasonable force**

The DfE guidance provides the following clarification:

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 students.

Force is usually used either to control or restrain. This can range from guiding a student 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.

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

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

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

School staff should always try to avoid acting in a way that might cause injury. It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

### **Who can use Restrictive Physical Intervention**

All staff can use restrictive physical intervention to maintain safety in an emergency consistent with the principles of common law. The 2006 Education and Inspections Act gave all teachers and other school staff, who have control or charge of students, the statutory power to use reasonable force. The Principal can authorise other people to use force e.g. other adults who might be helping with a school trip.

### **Planned versus unplanned Restrictive Physical Intervention**

It is important to distinguish between the use of restrictive physical intervention in planned circumstances compared to an unplanned, emergency situation. Staff must only restrain a student whilst wearing full PPE due to the current pandemic.

### **Planned Restrictive Physical Intervention**

When students present particularly challenging behaviour an Individual Education Plan will be produced which outlines:

- 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 student's behaviour presents a significant risk, RPI may be identified as one of the reactive strategies.

### **Positive Handling Plan**

When it is likely that a child's behaviour may necessitate the use of RPI as one of the reactive strategies a risk assessment MUST be carried out using the format in Appendix 1.

When the Support Plan indicates the likely need for school staff to hold or restrain a child to prevent an injury, the school should record this in a Positive Handling Plan.

The information in the risk assessments will help to inform this plan which will outline:

- 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.
- Principal authorisation for the plan.

The recommended format for a Positive Handling Plan is included in Appendix 2.

### **Recording the use of Restrictive Physical Intervention**

When restrictive physical intervention has been used, whether in a planned or unplanned way, schools should record this within 24 hours using the format in Appendix 3. This report includes a summary of the post incident support.

### **Informing parents**

Parents should always be informed of any incident involving physical intervention. Parents should be included in any review of a student's support plan which takes place as a result of an incident of RPI.

### **Restrictive Physical Intervention**

Post incident support, any incident involving RPI is likely to be highly emotional and distressing for all students and staff involved, whether they are involved directly or as observers. Support should always be made available to the staff and students involved. This should be offered in a timely manner when individuals are sufficiently calm to be able to talk about the incident. It is important to help students understand why RPI was used, allow them to explain how they felt about it, the triggers for their behaviour and explore how they could make different choices about how they behave in the future to reduce the need for this type of intervention. This information can then contribute to the new Individual Education Plan around the student's behaviour.

Staff will need an opportunity to talk about the incident, how they feel about it, how it might impact on their future relationship with the student and how this can be addressed. This should also include a discussion about how the incident could have been managed differently.

The support given to staff and students should be recorded in the follow up action section of the RPI incident record form.

### **Unplanned Restrictive Physical Intervention**

In an unexpected, emergency situation, the member of staff must make an immediate mental assessment of risk and act accordingly to maintain the safety of all involved. The procedures outlined above for recording the incident, informing parents, support for those involved and future risk assessment should all be followed. School staff will not be expected to act in a way which puts themselves at risk of injury. It will be helpful for staff if unplanned incidents are considered in the school's staff training on RPI.

### **Monitoring the use of Restrictive Physical Intervention**

The use of RPI within a school should be monitored by the Senior Leadership Team of the school in collaboration with the Trustee with safeguarding responsibility. Parents and students should be involved in such a review.

### **Concerns and complaints**

If staff follow the RPI Policy, fully involve parents in planning for students with challenging behaviour and always inform parents of any incident which has required RPI, then complaints should be avoided.

However, when a parent makes a complaint about the use of force by a member of the school staff, it must be taken seriously and addressed by the Principal, either under school disciplinary procedures or school procedures for allegations against staff.

### **Training on Restrictive Physical Intervention**

Training on RPI must always be carried out in the context of an overarching approach to promoting positive behaviour in school in line with the school's behaviour policy.

The school will plan regular staff training to familiarise all school staff of:

- their responsibilities with regard to RPI
- de-escalation techniques
- risk assessments for planned and emergency RPI

Team Teach accredited training offers specific training on holds and techniques which can be safely employed by school staff. All staff will access this training in September 2018 and additional sessions will run bi-annually.

The Principal will maintain a record of staff training on behaviour and RPI. Members of staff will be invited to attend refresher training at the appropriate point. If this record identifies a need for training on RPI in addition to that outlined above, the appointed Educational Psychologist will explore additional/alternative training options.

## **Appendix 1**

### **Risk Assessment of Children's Behaviour**

It is essential that staff understand that risk can only ever be reduced, it can never be completely removed. All planning and recorded on the templates provided should be within the concept that all risk assessments involve three simple stages.

#### **Example:**

**Stage one** is to identify what is an inherent risk, i.e. a child running from class if upset (if that has occurred before).

**Stage two**, identifying how to moderate that risk such as through an individual plan for the student (e.g. identifying the cause such as frustration at not understanding the work).

**Stage three** is to identify the residual risk, e.g. the risk which remains after the moderating plan has been implemented. It is essential that all planning is proportionate to the risk identified. If there is any doubt as to proportionality then further advice can be accessed through the appointed Educational Psychologist (if appropriate/allocated).

## Form A - Behaviour Causing Concern

Student Name		YG	9	10	11
Staff Name		SEND	Y	N	
Date		Gender	M	F	

Behaviour causing concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing			
Verbal			
Kicking			
Hitting			
Biting			
Damaging Property			
Running Off			
Refusing to move			
Fighting			
Other- be specific			

### Target of Behaviour:

Who is it directed towards (self, other students, staff, property etc). Likelihood of Behaviour:

- V – very likely Evidence suggests more likely than not to occur.
- L – likely There is a possibility that the behaviour will occur again.
- U – unlikely The context has changed or can be changed to make it unlikely to happen again.

### Seriousness of Behaviour:

- A – Behaviour would cause physical injury – beyond first aid, serious distress, extensive damage, prolonged disruption.
- B – Injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines.
- C – No physical injury or damage to property; minor distress or disruption.

## Form B - Environmental Changes Report

Student Name		YG	9	10	11
Staff Name		SEND	Y		N
Date		Gender	M		F

**Environmental changes which may reduce likelihood of behaviour:**

Preventative Measures	In place	Action by whom	Appropriateness to be recorded
Seating/position in classroom			
Curriculum activities appropriately structured and supported			
Opportunity to have timeout to calm down			
Student involved in planning and review			
Parents involved in planning and review			
Individual Education Plan in place			
Opportunities to learn new social/emotional skills			
Regular feedback about positive behavior			
Alternative activities available at break			
Alternative activities available at lunch time			
Student escorted at transition time			
Communicative function of behavior understood			
Opportunities to teach new skills			
Other – be specific			

## Form C - Reactive Strategies Report

Student Name		YG	9	10	11
Staff Name		SEND	Y		N
Date		Gender	M	F	

Identify responsive strategies which can be used in response to early warning signs or an escalating situation.

Early warning signs for this students are:

Reactive Strategy	In place	Action by whom	Appropriateness to be recorded
Removal of trigger			
Distraction			
Calming time			
Take up time			
Give physical space			
Verbal support			
Use calm voice			
Redirection			
Physical intervention			
Other – be specific			

## Form D - Risk Assessment Summary

Student Name		YG	9	10	11
Staff Name		SEND	Y	N	
Date		Gender	M	F	

This form collates all information from Forms A/B/C to give the overview of behaviours causing concerns, preventative strategies used and reactive strategies employed

Behaviour(s) causing concern (Form A)	Seriousness (A/B/C)	Key preventative strategies (Form B)	Key reactive strategies (Form C)

**Appendix 2**

**Positive Handling Plan**

Student Name		YG	9	10	11
Staff Name		SEN	Y		N
Date		Gender	M		F

People involved in developing the plan (must include parents/ carers)	
Why does this young person require a PHP?	

Details of strategies that:

Create the most appropriate environment for this student making it less likely that physical intervention would be required	
May de-escalate a situation	

Detail the hold or holds that would be used if there were a need to hold the student firmly to prevent harm to themselves or others:

Details of the persons who are authorized by the Principal to hold the student if necessary

Name:		Name:	
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Name:		Name:	
Name:		Name:	
Name:		Name:	

I, the parent/carer of ..... Have discussed this positive handling plan and agree to ..... being held safely if the staff assess that there is no alternative for his/her own safety or the safety of others.

Signed ..... Date .....

On behalf of the staff of the Beacon of Light School, I undertake to ensure that we inform the parents/carers of ..... on each occasion that we have to hold ..... safely.

Signed..... Date .....

## Report of Incident involving Physical Intervention

Student Involved		YG	9	10	11
Staff Involved		SEND		Y	N
Date of incident		Gender		M	F
Student Witnesses		Time			

<b>1) Circumstances leading to the incident where restrictive physical intervention was used</b>
Describe circumstances leading up to the incident
Describe all attempts to de-escalate the situation and avoid physical handling

<b>2) Physical Intervention</b>		
Was the student/staff concerned at risk of injury?	YES	NO
Were other students/staff liable to injury?	YES	NO
Was property about to be damaged?	YES	NO
Was the student trying to run away?	YES	NO
Was good order/discipline being compromised?	YES	NO
Was this used as part of a planned intervention? If Yes, attach the Positive Handling Plan	YES	NO

<b>2) (continued) Physical Intervention</b>
Describe the type of physical intervention used. If student was held, state approximate duration.

If more than one member of staff was involved each should record their actions separately and attach such records to this form. Are the other records attached?	YES	NO

<b>3) Behaviour following the physical intervention</b>
Describe the student's behavior from point when hold was released until either supervision was handed over to someone else, or normal activities were resumed.
 I took Lewis to a quiet area and helped him calm down by taking deep breaths. It took him approximately 2 minutes to calm.

<b>4) Injuries (include details of medical attention)</b>	
To student	
To staff	

Signed	
Position	
Date	

**PLEASE ENSURE ALL SECTIONS ARE COMPLETE**

## Incident Involving Restrictive Physical Intervention Follow-Up Action

Student Name		YG	9	10	11
Staff Name		SEN	Y		N
Date		Gender	M	F	

1) Parents notified of incident	
Time	
Date	
By whom	

2) Post-incident support for member of staff	
Date	
By whom	
Date	
By whom	

3) Post-incident support for student	
Date	
By whom	
Date	
By whom	

4) Principal's overview of the incident		
Could other preventative measures have been used?	YES	NO
Were reactive strategies effective?	YES	NO
Is the risk assessment still valid?	YES	NO
Should the plan be adapted?	YES	NO

Signed	
Principal	
Date	

## Team-Teach Summary Evaluation Form

### Training Details

Commissioning Organisation:

Behaviour Support Service

Name of Course: (delete as appropriate) 12hr basic  
Version of Team-Teach Workbook: v2018  
Dates of Training: 18<sup>th</sup> 25<sup>th</sup> 28<sup>th</sup> Sept, 12<sup>th</sup> Oct 2018  
Location: Pallion Futures  
Number of Participants: 23  
Number of Observers: 0  
Total Number: 23  
Name of Lead Tutor: Glenn Robson  
**(Delete as appropriate)** - Employer Advanced,  
Name of Assistant Tutor (s) Lisa Watson

**(Delete as appropriate)**

Was Team-Teach given advanced notification (2-4 weeks) of training ? **Yes**

Date of email notification : **20/7/18**

Lead Trainer refers to the Team-Teach Code of Practice & Protocols on the TT website and make a copy available to course members? **Yes**

Lead Trainer refers to the Restraint & Risk Reduction Action Plan plus the Compliments, Concerns & Complaints Policy on the TT Website? **Yes**

Was a Qualified First Aider (minimum 1 day "Emergency at Work" Certificate or equivalent) available for the duration of the course? **Yes**

Did participants receive an information leaflet containing health and safety information at least 2 weeks before the course? **Yes**

If "no" please email [admin@teamteach.co.uk](mailto:admin@teamteach.co.uk) ASAP

## Evaluation Summary

Rating of training: (Number of course participants who ticked each box)						
	Excellent	Very good	Good	Fair	Poor	No response
Objectives Clearly Stated.	23/23					
Objectives Achieved.	23/23					
Positive Strategies/Holistic Response.	23/23					
Safety as Paramount Concern.	23/23					

Relevance of the training:					
	Fully	More or less	Some	None at all	No response
Value of Training	22/23	1/23			
Pertinence to Work Role	22/23	1/23			

Standard of trainers / materials & venue.						
	Excellent	Very good	Good	Fair	Poor	No response
Attitude & Approach	23/23					
Knowledge of Subject	23/23					
Preparation & Organisation	23/23					
Group Participation	23/23					
Materials Provided	22/23	1/23				
<i>Room Suitability</i>	22/23	1/23				
<i>Lunch &amp; Refreshments</i>	n/a					

Participants From Beacon School Sunderland North View Academy

:



20. Wayne Gee
21. Cher Lonergan obs P5b, P6c
22. Michael McNally
23. Chris Frazer

### **Extraneous Attenders**

Names of any participants normally outside of service setting with status/ role stated (For example: Parent /Governor/Safeguarding Officer/Health & Safety Officer/ Police Community Officers / Personnel Officer/ Education Office/ School Medical Officer/ Nurse, etc.)

Name:

Status / Role:

Date (s) Attended, Participated (p) or Observed (0)

Were Any Injuries Reported? (delete as appropriate) No

If So Please Provide Details Below:

### **Issues Raised By Course Participants:**

1. Tweak policy- working realities statement
2. Support plans follow up, policy addition x2, inhouse PD, development of Plans, refresher training
3. Better understanding of coping with physical issues

### **Strengths of training noted by course participants**

1. Knowledge of staff delivering x7- fantastic , excellent training- clear/concise
2. Clear guidance and help with practical guide x9- made relevant to our setting, useful techniques, balance between practical and theory x2, really well delivered
3. Lots of hands on work, giving me confidence x5 , good fun x2, confidence to defuse situation

## **Changes / additions suggested to further develop the course:**

### **Summary Returns and Requirements**

The completed summary evaluation form should be attached to an email and sent to [summary@team-teach.co.uk](mailto:summary@team-teach.co.uk)

Copies should be sent to the service manager and retained by the lead tutor and service manager for a period of not less than 7 years.

The lead trainer should also retain the individual evaluation forms for the same period. Completing the summary evaluation form will help maintain quality control and assurance.

All 6 & 12 hour courses, once started, should be completed within 60 working days.

Certificates should be issued to all participants who pass the quiz, achieve full attendance and demonstrate appropriate attitudes, knowledge and understanding.

Course members are supported by Team-Teach only in relation to the physical skills in which they demonstrated competence during training. Competence with regard to the physical techniques is defined as the “ability, within the training context, to perform a skill without being prompted.”

Follow up support for individual participants as required have been discussed and agreed with the commissioning manager.

Timings regarding refresher training have been discussed and agreed with the commissioning manager.

### **GDPR**

Copies of Summary Evaluations are forwarded to Team-Teach Ltd in PDF format and stored on a secure network for a period of 7 years. These do not contain any other information other than the name of the individual and the programme they completed. Individual Course Evaluations are retained by the Lead Tutor, or in the case of Employer Tutors the employer. Team-Teach does not share personal information with any other commercial organisations.

In the case of tutors working on behalf of their own employer, (including Principal and Senior Tutors) their own employer is responsible for compliance with General Data Protection Regulations in respect of any data contained in relation to Team-Teach training.

In the case of self-employed individuals delivering Team-Teach training under licence, they are personally responsible for compliance with GDPR. The Team-Teach tutor code

includes an expectation that data controllers and processors protect data and dispose of it securely once 7 years have passed.

In signing this Summary Evaluation I agree to comply with the General Data Protection Regulations in relation to any work I conduct in relation to Team-Teach training, as either a Data Controller or Data Processor on behalf of Team-Teach Ltd. I also consent to Team-Teach Ltd collecting and processing my personal data in accordance with the Privacy Policy on the Team-Teach website.

Report Compiled By: (Please Print ) Glenn Robson

Date: 13 / 10 / 2018

## Course Training Record

Core (C) All Team-Teach 6 and 12 training courses cover:

C1. Team-Teach warm up and team building activities.

C2. Values - keeping people safe and happy - what if that was your child, relative or friend?

C3. Understanding Emotions & Behaviours that Challenge - how do we behave and what can we do better.

C4. Personal space, body language, circles of danger, safe stance and calm stance and scripts.

C5. Help Scripts, The Conflict Spiral - Stages of Crisis - Post Incident Learning and Support, understanding the processes.

C6. Issues following training, Risk and Restraint Reduction Planning - for organisations and individuals.

C7. The Legal Framework - policies, guidance, recording, reporting and planning.

C8. Elevated Risks, Knowledge Quiz, De-escalation Scenario or Positive Handling Plan Activity.

**In addition this course covered: (Delete those that don't apply) Yellow indicates covered:**

**Optional Theory : Rights and Responsibilities, Mission Statement, Building on the Positive**

### Arm Responses

1. Grips and gates
2. Step in and teach to hold
3. Step out - emergency exits

### Neck Responses

1. Windmill
2. Snakes
3. Gathering elbows
4. Headlocks

### Body Holds

1. From behind
2. From the Front

### Clothing, Hair and Bites

1. Clothing grabs
2. Hair grabs
3. Pinches and bites

### Two Person Holds and Escorts

2. Gradual and graded holds
3. Single elbows

3. Double elbows

4. Standing dead weight guide to ground
5. Using chairs
6. Changing face

### Single Person Holds and Escorts

1. Caring C Guide
2. Double elbow
3. T Wrap
4. Using chairs
5. T Wrap to ground
6. Changing face de-escalation
7. Help hug
8. Cradle hug
9. Small person module and escort

### Separating Fights

1. Guide away
2. Waltz away
3. Half Shield move away

## **Topic Codes for 6, 12 Hour & Refresher Courses**

Within the training context: the trainer is expected to refer to the key teaching points as referenced in their trainer manual and as demonstrated on the video file of their CD Rom. For updates, trainers are required to visit the video files that are relevant to their delivery on a monthly basis and to record this refresher activity within their trainer log.

## **Core Theory**

### **☐C7. Legal Framework**

- ☐C7 Policy, Guidance and Practice
- ☐C3 Understanding Emotions and Behaviour
- ☐C5 Six Stages of a Crisis
- ☐C5 Conflict Spiral-
- ☐C5 Pepsi Challenge
- ☐C3 Behaviours Which Challenge-
- ☐OpT rr Rights and Responsibilities
- ☐OpT ms Mission Statement
- ☐OpT bp Building on the Positive
- ☐C6 Issues following training
- ☐C2 Values Exercise-
- ☐C8 Post Quiz (individual)-
- ☐C4 Body Language
- ☐C8s De-Escalation Scenario-CORE
- ☐C8php OR Positive Handling Plan Exercise-CORE)
- ☐C5 Script and PILS Listening

### **C1: Team Building Warm Up – Core**

- ☐a. Sensitivity and Communication
- ☐aa. Row the Boat and Ride the Bike
- ☐ab. Pass the Ball
- ☐ac. Sensitivity in Fingers
- ☐ad. Circle of Friends
- ☐b. Personal Space -CORE
- ☐ba. Outer Circle of Danger-CORE
- ☐bb. Posturing Body Language-CORE
- ☐bc. Inner Circle of Danger-CORE
- ☐bd. Experience Feelings Associated with Personal and Intimate Space-CORE
- ☐be. CALM stance-CORE
- ☐b. Calming / Scripts for Service User -CORE

### **2 Arm Safe Disengagement**

- ☐a . Side Step In
- ☐b. Cross Step In
- ☐c. Drop Elbow
- ☐d. Pump
- ☐e. Conductor
- ☐f. Clock
- ☐g. Cross Over

### **3: Neck Safe Disengagement**

- ☐a. Steering Wheel
- ☐aa Fix and Stabilise

- b. Windmill
- c. Snake
- d. Elbow Swing
- e. Neck Brace
- f. Elbow Guide
- g. Elbow Guide of Headlock
- h. Spin out of Strangle

#### **4: Body Holds Safe Disengagemen**

- aa. Fix and Stabilise Holds from Behind
- a. Prayer for Entwined Fingers
- b. Sweep Hand Away
- c. Bar and Gate
- d. Elbow Guide
- e. Explosion
- f. Surprise
- g. Body rotate

#### **5: Clothing, Hair and Bite Responses**

- a. Clothing Responses
  - aa Tube Grips
  - ab. Close to the Neck
  - ac. From Behind
- b. Hair Responses
  - ba. One Hand Grab
  - bb. Opening the Oyster
  - bc. Knuckle Slide
  - bd. Knuckle Squeeze
  - be. Elbow Lever
  - bf. Two Handed Grab
- c. Bite Responses
  - ca. Eye Bulge
  - cd. Distraction
  - ce. Manual Manipulation of Jaw

#### **6: Two Person Holds and Escorts**

- a. Friendly Hold
  - aa. Single Elbow
  - ab. Figure of Four
  - ac Double Elbow
- ae Response to Spitting
- af. Escorts to Chairs
  - ag. Moving Towards Chairs
  - ah. Sitting Down
  - ai. Single Elbow in Chairs
- aj. Help by Foot Wedge

**Qak. Help by Changing Face**

- Video patch Change in Exit
- Single Elbow Alternative Change Over
- Response to Deliberate Dead Weight**
- Small Child Escort
- Response to Deliberate Dead Weight using Chairs

**7.: Single Person Holds and Escorts**

- T Wrap for smaller child**
- T Wrap to Chairs with Help**
- Help Hug**
- Allowing a member of Staff to Leave**
- Help with Legs
- Help by Replacing at the Legs
- Help by Replacing Held Wrap in Chairs with Legs Supported
- T Wrap to Ground (Simulated)**
- Help by Holding Alongside**
- Help by Taking Over Holding**
- Chairs to Wrap with Help
- Sitting the Child**
- Sitting the Member of Staff**
- Help by Sitting Alongside and Holding
- Help by Taking Over Holding
- Cradle Hug

**8. Separating Fights**

- Steering Away**
- Arm Waltz**
- Rail Waltz
- Punches and Kicks
- Half Shield Single Person short distance "separation" technique

**C8 Elevated Risk – Theory**

- 1 Pressure to Ribcage or Abdomen**
- 2 Leaning Forward – Core**
- 3 Prone Restraints - Core**

## Appendix 4



RPI Prompts

### Two Person Holds and Escorts

1. Gradual and graded holds
1. Single elbows and Double elbows

Whereas the single elbow is always a two person hold, as you only have control of one elbow, the double elbow can be a single or two person hold.



Note that all the fingers and the thumb of the far hand are hooked over the forearm so there is not danger of the pressure of knuckles being felt in the ribs.

The nearest hand can cup under the wrist. Once again for additional security the elbows can be drawn back to turn off the larger muscles to reduce the use of force and grips. A double elbow can be used to negotiate a doorway by bracing the foot against the door frame.

#### Figure of Four

The key teaching point in the figure of four is that the outside arm must support underneath the wrist, with the inside arm over the top.



## Changing face de-escalation

### Changing Face

For smaller people it is possible to go into a temporary double elbow to allow a quick change of face.



For larger people slide in from the side to take the wrist. Then secure the elbow. Finally cover the elbow with the body and cup the shoulder to prevent forward movement. The person leaving waits keeping the shoulder and knee secure until the colleague is safely in position.

As an alternative where space is limited, for instance on a couch, drop in from above. The person coming in takes the wrist with one hand and secures the elbow with the other.

The person leaving dives forward, away from the person being held, supporting their own weight on their own leg. They let the arm that was holding the wrist go slack and trail after them. The person coming in drops into position with the body covering the elbow as Double Elbow

the hand moves up to cup the shoulder. This can be a very quick and efficient change over.



3. **Help hug**
4. Cradle hug
5. Small person module and escort

### Separating Fights

1. **Guide away**
2. **Waltz away**