

Relevant Legislation and Guidance

- The Children’s Homes (England) Regulations 2015 – UK Gov.
- Guide to the Children’s Homes Regulations, including the quality standards April 2015 – DFE.
- Social Care Common Inspection Framework SCCIF: children’s homes (latest version) – OFSTED.
- Positive environments where children can flourish (latest version) – OFSTED.
- The Education (Independent School Standards) Regulations 2014 (latest available, revised) – UK Gov.
- Education Inspection Framework: EIF (latest version) – OFSTED.
- Non – association independent schools handbook (latest version) – OFSTED.
- Keeping Children Safe in Education, statutory guidance for schools and colleges (latest version) – DFE.
- Working Together to Safeguard Children, a guide to multi-agency working to help, protect and promote the welfare of children (latest version) – HM Government.
- Lincolnshire Safeguarding Children Partnership (LSCP): Policy and Procedures – live manual.

Applies to:

All staff, residential and school based, volunteers and visitors.

Related Documents:

- Behaviour Policy
- Safeguarding Policy

Availability:

This document is made available to parents/carers and visitors via the school website or upon request from the school office.

Monitoring and review:

This policy will be monitored and refined on a continuous basis and reviewed annually by either the Directors, Registered Manager or a member of the Senior Leadership Team. Changes in legislation, regulatory requirement or best practice guidelines will trigger earlier review.

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Purpose

The purpose of this policy is to ensure that Witham Prospect School adheres to the 6 Key Restraint Reduction Strategies as defined by the Restraint Reduction Network (RRN). It is important for the benefit of all who use its services, that Witham Prospect School ensures that all restrictive practices are only ever used as a last resort and that measures to work towards the reduction of restrictive physical interventions can be evidenced. Accordingly, Witham Prospect School has in place a Restraint Reduction Plan associated with this policy document.

According to the MHA Code of Practice 2015 “restrictive interventions are deliberate acts on the part of other person(s) that restrict a child or young person’s movements, liberty and/or freedom to act independently in order to take immediate control of a dangerous situation where there is a real possibility of harm to the person or others if no action is undertaken, and to end or reduce significantly the danger to the resident or others”. Simply put, restrictive practice is “making someone do something that don’t want to do or stopping them from doing something they want to do” (Skills for Health, 2014). Physical interventions should be used for no longer than necessary to prevent harm to the person or others, be a proportionate response to that harm, and be the least restrictive option. Witham Prospect School is committed to reducing the use of physical interventions within the residential and educational provision that we offer.

Strategic Aim

At Witham Prospect School we aim to develop a culture of how we manage behaviours of concern by promoting the use of Positive Behaviour Support (PBS) and adopting a “whole person-centred” approach, with a focus on reducing the need for physical intervention. We aim to focus on primary and active responses to behaviours of concern, thereby reducing the reliance on reactive approaches.

Our Mission

Witham Prospect School support a multi-faceted approach to reducing physical interventions as we recognise that no one intervention strategy will reduce all physical interventions. With regards to the management of behaviours of concern, we support the mission and values of the Restraint Reduction Network™ and the desire to deliver and maintain a restraint-free services. In order to achieve this, we will work to embed PBS and a whole person-centred approach into all of our staff teams, including the use of training and coaching. We will embed the principles and values of the Restraint Reduction Network™ into our organisation across the whole provision.

Supplementary Guidance

This policy is necessary to fulfil our legal obligations and to operate under best practice, which is set out in various guidance (not exclusive):

- Health & Safety at Work Act (1974) and associated regulations.
- Restraint Reduction Network (RRN) Training Standards (latest version).
- Restraint Reduction Network – 6 Key Restraint Reduction Strategies.
- Reducing the need for restraint and restrictive intervention: June 2019 – HM Government.
- Positive and Proactive Care: reducing the need for restrictive interventions: 2014 – D of H
- Behaviour in schools (advice for headteachers and school staff): Sept 2022 – DFE.
- Use of reasonable force (advice for head teachers, staff and governing bodies) July 2013 – DFE.
- The Mental Capacity Act 2005 (updated amendment) – Gov U.K.
- The Mental Capacity Act: Deprivation of Liberty Safeguards (2007).
- Stable Homes Built on Love (guide for children and young people) 2023 – Consultation DFE

Policy Statement

Witham Prospect School believes that all people using its services should be treated with dignity, empathy and respect and that their physical, emotional, social and material well-being should be maximized through every available means. We believe that people who present with behaviours of concern should continue to exercise and enjoy the same human rights and freedoms as any other citizen and that any behaviours of concern should be managed in a safe and dignified way. Witham Prospect School is committed to ensuring the health, safety and well-being of all who come to use its services.

Current Practice

Witham Prospect School documents all instances of behaviours of concern and the use of any physical intervention. The use of any physical intervention in the children's home is reported to Ofsted as part of the regulation 44 (Monthly) and regulation 45 report (Six monthly). In order to ensure transparency and for all of our residential and day pupils we notify parents/carers and the relevant social worker/local authority of any incidences involving a restrictive physical intervention, this extends to the use of chemical restraint.

All incidents of physical intervention are documented and recorded using our on-line electronic recording information system. Both the Registered Manager and the Headteacher (or those with delegated responsibility) review physical interventions and, where appropriate, comment on and sign off the physical intervention. Alongside relevant line managers and members of the senior leadership team our assistant psychologist will also offer debriefs to the staff. Debriefs are offered on a one to one or as part of a group. The purpose of effective debriefing is to ensure that all relevant parties are offered the support they require following a difficult and traumatic situation, but also to offer the opportunity to reflect on the situation and look at information that can inform practice moving forward.

There are also regular opportunities for key staff to review incidents of physical intervention and discuss the possible reasoning that led up to a particular incident. Here members of the behavioural and therapy team will look for patterns, trends and causes. Once identified a review of a young person's PBS plan will occur and strategies to reduce the use of physical intervention will be put in place and shared with staff. Opportunities to review physical interventions occur at two levels:

Weekly behavioural and therapy meeting – this will include our lead behavioural specialist, members of the therapy team, senior staff from residential care and education, and keyworkers from both residential care and education. This meeting will focus on one or two young people who are struggling with transitions or displaying increased behaviours of concern etc.

Weekly education behavioural and therapy meeting – this will include members of the therapy team and a whole class. This meeting will focus on each young person and their current presentation, strategies and implementation within that class. Time will also be spent on communicating any changes to relevant PBS plans for those young people in that class.

Witham Prospect School has four organisational PBS coaches and 13 PBS facilitators. In addition, we have three associate Sherwood physical intervention trainers. Witham Prospect School staff receive an extensive induction package around PBS, whole person-centred planning and restraint reduction, training is regularly updated and enhanced throughout the year.

Witham Prospect School uses Positive Behaviour Support Plans for individuals who display behaviours of concern. This provides all staff with a consistent framework to provide support and maintain individuals baseline behaviour through primary strategies, as well as active strategies to diffuse potentially escalating situations.

Witham Prospect School acknowledges that there are situations of imminent risk/harm where physical intervention is the only option. To support staff in the safe application of physical interventions the company provide Sherwood training to staff with techniques in physical intervention. This is a BILD accredited course and focuses on a last resort, least restrictive and least amount of time approach. Staff are required to attend an initial 3-day course and an annual 1-day refresher. Witham Prospect School has three approved associate Sherwood trainers within the organisation. Additionally, Witham Prospect School also commissions the services of Sherwood Training Ltd to externally audit and offer advice around the use of physical interventions and how we manage behaviours of concern.

Witham Prospect School works collaboratively to reduce the reliance on pharmacological interventions. As a provision we work closely with CAMHS (Child Adolescent Mental Health Services) which follows the ethos of STOMP and works alongside medical professionals to ensure medication is reviewed on a regular basis with individuals and to monitor the use of any PRN medications. The organisation supports the reduction of medications for children and young people within the services where appropriate, and provides support through environmental regulation, effective connected relationships, communication and day to day experiences based on whole person-centred planning and PBS.

To ensure that restraint reduction is at the core of everything we do, Witham Prospect School has a behavioural and therapy team which comprises of a dedicated lead behavioural specialist, assistant psychologist, SALT, OT and key individuals with significant experience in the field of SLD, autism and behaviours of concern.

The 6 Key Restraint Reduction Standards

At Witham Prospect School we have adopted the 6 Key Restraint Reduction Strategies, which are fundamental to our practice:

Strategy One: Leadership.

We have developed a culture, philosophy and guiding values which promote non-coercion and the avoidance of restraint. Our senior leadership team, guided by our lead behavioural specialist and therapy team, commit to developing a restraint reduction plan which is implemented and measured for continuous improvement by regularly reviewing physical interventions and looking for patterns, trends and causes, which will inform restraint reduction strategies and changes to a young person's PBS plan.

Strategy Two: Performance Measurement.

We take a 'systems' approach and identify performance measures which determine the effectiveness of our approach to restraint reduction. We use a variety of data analysis and assessment tools to evidence key outcomes for our young people e.g.

- Restraint reduction
- Quality of life
- Emotional literacy

There are weekly behavioural and therapy meetings (see above) whereby incidents of physical interventions are discussed with relevant teams. Incidents of physical intervention are monitored by the Registered Manager and Headteacher (or those with delegated responsibility) on a 24-hour basis. Every 3 months there is a detailed and informed review of physical intervention data for each young person to inform comparative data, best practice and any necessary changes to an individual's PBS plan. Progress against restraint reduction targets is formally reviewed every six months.

Strategy Three: Learning and Development.

At Witham Prospect School we have an extensive induction programme which develop our staff with the knowledge and skills to understand behaviours of concern, whole person centred planning, PBS and prevent crisis escalation. Training is further enhanced by annual refreshers, continual CPD, effective deployment of PBS facilitators, PBS coaches and associate Sherwood physical intervention trainers.

Our training provides staff with the key competencies, skills and understanding which supports the view that restraint is used as a last resort to manage risk behaviour and keep an individual and others safe.

Strategy Four: Providing Personalized Support.

At Witham Prospect School we offer a highly personalized and bespoke service to our young people in both residential care and education. With our commitment to PBS, it is recognized that individualized and personalized strategies are required in order to be effective in reducing behaviours of concern and physical interventions.

Strategy Five: Communication and Customer Focus.

At Witham Prospect School (given a young person's cognitive ability level) we aim to fully involve our young people in the decisions that affect their quality of life by supporting effective communication through our dedicated Speech and Language Therapist (SALT), communication training for staff e.g. Makaton, Augmented Assisted Communication (AAC), picture exchange mechanism, communication in print (list not exhaustive), young person's advocate, communication with parents/carers and extended family, individual "keyworker" support.

Strategy Six: Continuous Improvement.

At Witham Prospect School we have developed a culture that is evidenced based, here data is analysed and reviewed to inform "next steps". This then feeds into a cycle of reflective practice and continuous improvement. After a physical intervention, near miss or significant incident staff are debriefed either individually or as a group with relevant managers/individuals so that learning can occur from the incident.

Managers and relevant individuals meet weekly to review individual PBS plans and communicate any strategic changes to all staff across residential care and education. At key check points throughout the year (three and six months) the behavioural and therapy team, plus senior leaders from residential care and education meet to review and analyse data, which then informs strategic plans for restraint reduction at all levels.

Delivery

- 1 At Witham Prospect School aim to develop a culture, philosophy and guiding values which promote non-coercion and the avoidance of restraint. Witham Prospect School commits to developing a restraint reduction plan which is implemented and measured for continuous improvement.
- 2 We aim to develop our staff with the knowledge and skills to understand and prevent behaviours of concern. Training is provided which gives staff the key competencies and supports the view that restraint is used as a last resort to manage risk behaviour associated with aggression and violence.
- 3 We aim to fully involve children and young people in the decision-making process around their futures and as an inclusive organisation in a variety of roles within our provision. We aim to identify individual needs of children and young people and use these to inform service provision and development.
- 4 The principle of post-incident support and learning is embedded into organisational culture.
- 5 We recognise the critical roles played by both the 'care' and 'physical' environments on children and young people's experience and the implication that this has on quality of life, behaviours of concern and restraint reduction.
- 6 We recognise that the skills, expertise, values, attitudes and morale of staff are key factors in the delivery of restraint reduction and quality person centred care, and therefore take this into consideration with regards to recruitment and retention strategies.
- 7 The managers and leaders within the organisation maintain up to date and relevant knowledge around reducing the need for restraint and physical intervention and cascade this through to the staff teams using supervision, team meetings, effective coaching, CPD, induction and training.

Summary

Witham Prospect School has an open and transparent approach to the documentation and notification of the use of physical interventions and is committed to the reduction of the use of physical intervention and the maintenance of low levels of use of physical intervention within its service. This philosophy is supported by promoting Positive Behaviour Support (PBS) and "whole person-centred planning".

The organisation acknowledges its responsibility towards staff and children and young people to provide stimulating activities and environments, appropriate levels of support in terms of staff and input from other relevant professionals. The organisation ensures that environments and facilities are well maintained, and that staff receive adequate and appropriate training and supervision. Procedures and policies are in place to manage any incidents regarding staff conduct, the misuse of physical interventions and any safeguarding concerns that arise.