Audited Need for Therapeutic Thinking responses to RPI

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| Name: | DOB: | Age: |
| Sex / gender: | Cultural heritage: | Diagnosis (if known): |
| Accurately describe the behaviour for which RPI, restraint or a personal safety responses are being considered. Please include frequency (how often the behaviour is observed) and severity (the harm recorded as a result of the behaviour) | | |
| How well equipped is the school/setting to manage this inclusion (position in circles)?  Summary of the risks posed to self and others by the behaviour of concern. | | |
| Is the Therapeutic Tree updated? | | |
| Experiences affecting the child | | |
| Feelings affecting the child | | |
| Physical characteristics (height, weight, physical differences) | | |
| Additional risk factors (medical or emotional diagnosis or needs, substance misuse etc.) | | |
| Any known developmental issues | | |
| Communication differences (visual or hearing impairment, adaptive communication, any known sensory processing issues) | | |
| Is the therapeutic plan updated? | | |
| Context or triggers (high risk times, places, people activities) | | |
| De-escalation options to use (unusual strategies that are effective) | | |
| De-escalation options to avoid (common strategies that have proved ineffective) | | |
| Principle of ‘last resort’ why may de-escalation be ineffective (triggers are hidden, difficulty in communicating) | | |
| Staff matching (who is best to de-escalate, who is safest for involvement with RPI) | | |
| Training needs (does anybody require additional training in de-escalation, RPI, Communication) | | |
| JUSTIFICATION (what harm will be prevented at what level) | | |
| Environmental Risk Assessment (necessary changes chairs etc, limited access) | | |
| Student Shape (standing, seated on chairs, seated on the floor) | | |
| Adult shape (standing, kneeling, seated in chairs) | | |
| Destination technique (elbow tuck lone worker, elbow tuck figure 4, etc.) | | |
| Transitions (describe the messy bits, taking hold, letting go etc.) | | |
| What makes it safe? (reminders of detail) | | |
| What makes it effective? (reminders of detail) | | |
| Social validity (how will it feel for the child, how will it look to others) | | |
| How has the person (or their advocate) been consulted with and contributed to this assessment? | | |
| Protective consequences (limits to freedom to CONTROL risk of harm) | | |
| Educational consequences (how are we going to TEACH internal discipline) | | |
| Unresolved risk factors (issues for management) | | |