**Bentley New Village Positive Handling Policy**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2017 2019

**Positive Handling Policy**

|  |  |
| --- | --- |
| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Abigail Smith** |
| **DATE: May 2017** |
| **SIGNED:** A,Smith | **ROLE: Assistant Head Teacher** |
| **TO BE REVIEWED:** | **SEPTEMBER 2019** |

**RATIONALE**

Staff at Bentley New Village are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school’s Positive Handling Policy.

Only staff trained in the pre-emotive and responsive positive handling strategy techniques of School Staff Safety Training will use physical intervention techniques with children when necessary (***see appendix 1 for current list).***

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term ‘physical restraint’ is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to pupils, employees and visitors to the school.

· The first and paramount consideration is the welfare of the children in our care.

· The second is the welfare and protection of the adults who look after them.

Section 93 of the Education and Inspections Act 2006 enables a school’s staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

**PURPOSE**

This policy will provide to all staff members and pupils in care of Bentley New Village clear guidance in Positive Handling to ensure that:

* Children remain safe
* Staff are clear in the school’s procedures
* The school and its staff members are protected in the need to use positive handling strategies to ensure the safety of the pupil and / or others

SCHOOL STAFF SAFETY TRAINING – POSITIVE HANDLING

Staff undergo a one or two day course led by qualified trainers with a single day refresher course undertaken every two years.

***Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.***

Before using physical controls we take effective action to reduce risk by:

* Showing care and concern by acknowledging unacceptable behaviour
* Giving clear directions for pupils to stop
* Giving clear directions that if the pupil doesn’t stop, they will be escorted out
* Removing an audience or taking vulnerable pupils to a safe place
* Making the environment safer by moving furniture and removing objects which could be used as weapons
* Using positive guidance to escort pupils to somewhere less pressured
* Ensuring that colleagues know what is happening and call for help

RESTRAINT

At this school we only use positive handling when there is no realistic alternative. We expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective (refer to the school’s Behaviour Policies). The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases risk.

Any response to extreme behaviour should be reasonable and proportionate. Positive handling must only be in accordance with the following:

* The child should be in immediate danger of harming itself or another person or in danger of seriously damaging property.
* The member of staff should have good grounds for believing this.
* Only the minimum force necessary to prevent injury or damage should be applied.
* Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
* Once safe, restraint should be relaxed to allow the child to regain self-control.
* Restraint should be an act of care and control, not punishment.
* Positive handling should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
* The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly as a way of reassurance, e.g. I am doing this to keep you safe.

RESPONDING TO UNFORESEEN EMERGENCIES

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.

An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment.

RISK ASSESSMENT

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong.

When considering a pupil’s behaviour, staff will think about the following questions:

* Can we anticipate a Health and Safety risk related to this pupil’s behaviour?
* Have we got all the information we need to conduct a risk assessment?
* Have we provided a written plan as a result?
* What further steps can we take to prevent dangerous behaviour from developing?

BEHAVIOUR SUPPORT & POSITIVE HANDLING PLANS

Risk management is regarded as an integral part of behaviour management planning.

All pupils who have been identified as presenting a risk will have a Behaviour Support and Positive Handling Plan – BSPHP ***(see Appendix 2)***. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. As part of the form, there is a risk assessment which should be completed, for example if the pupil is a flight risk. The BSPHP will list the positive handling strategies that staff members are qualified to use. The positive handling hold that is used will be dependent on the situation. Behaviour Support and Positive Handling Plans should be considered along with the child’s Statement of SEN and any other planning document relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

POSITIVE HANDLING LOCATIONS

Locations have been established around school for when a pupil has had to be positively handled out of the classroom for their or others’ own safety. The purpose of this being to ensure that there are identified designated places to de-escalate children in a safe place for all.

Designated places are;

* KS1 – chairs on the corridor
* Year 3& 5 – chairs in the library
* Year 3/4 & 4 – The Link
* If a continued hold is needed, the pupil may be positive handled into the Safe Room in The Link

NON CONTACT TIME

During no contact time, such as P.E, coaches need to be made aware of any pupil with a BSPHP. If during this time, a pupil needs to be positively handled, a pupil will be sent to the LSA’s for the class / year groups in the first instance.

POST INCIDENT DEBRIEF

Following a serious incident, it is the policy of the school to offer support to all involved.

This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples’ perspective.

It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident.

Generally a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the head teacher or assistant heads will make arrangements for the class group to be supported.

RECORDING

* All incidents of unacceptable behaviour should be recorded (Behaviour Incident Form)
* All serious incidents involving restraint will be recorded on the appropriate form – Serious Incident Form ***(see Appendix 3)***
* All incidents must also be recorded on CPOMs

Within these recording strategies, all details must be recorded by witnesses within twenty four hours and signed by members of staff involved. The Head Teacher needs to be informed.

MONITORING AND EVALUATION

The Head Teacher will ensure that each incident is reviewed and instigate further action as required in association with the school’s Behaviour Policies.

PARENTS

When there is concern about a child, parents will be invited to contribute to a risk assessment and Behaviour Support and Positive Handling plan. Written parental agreement will form part of this. Parents will be informed of the school’s policies. Parents will be informed following serious incidents.

COMPLAINTS AND ALLEGATIONS

Any complaints will follow the school’s complaints procedure.

**Appendix 1** List of those qualified to use Positive Handling.

**Appendix 2** Blank Behaviour Support & Positive Handling Plan including Risk Assessment

**Appendix 3** Serious Incident Report form

APPENDIX 1

Staff trained in SCHOOL STAFF SAFETY TRAINING - Positive Handling as of November 2017 and valid until November 2019:

Mrs Kirsten McKechnie

Mrs Abigail Smith

Mrs Victoria Simmons

Miss Kayleigh Sayers

Miss Rachel Emery

Mrs Karen Thornley

Mrs Louise Hobbs

Mrs Sarah Harrison

Miss Rickelle Greaves

Miss Emma Scotting

Mrs Gail Fox

Mrs Vicky Barry

Mrs Vicky Ball

Mrs Wendy Shakespeare

Mrs Tracey Callaway

Mrs Jackie Charlesworth

Miss Vicky Guest

Miss Lucy Neale

Mr Phil Wright

Mrs Marie Athey

Mrs Claire Nimmo

Mrs Michelle Carey

Mr Alex Peterson

Mr Grant Black

APPENDIX 2

BEHAVIOUR SUPPORT & POSITIVE HANDLING PLAN

Pupil’s name; Year Group;

Date of Plan; Review date of plan;

What does the behaviour look like?

|  |  |  |
| --- | --- | --- |
| Stage 1 Anxiety behaviours | Stage 2 Defensive behaviours | Stage 3 Crisis behaviours |
|  |  |  |

Classroom support strategies;

What are the common triggers?

|  |
| --- |
|  |

De-escalation strategies

|  |  |  |
| --- | --- | --- |
|  | Try | Avoid |
| Verbal advice and support |  |  |
| Giving space |  |  |
| Negotiation |  |  |
| Choices |  |  |
| Humour |  |  |
| Consequences |  |  |
| Planned ignore |  |  |
| Take up time |  |  |
| Time out |  |  |
| Transfer adult |  |  |
| Success reminded |  |  |
| Removing audience |  |  |
| Other |  |  |
| Details of other; |  | |

|  |
| --- |
| Positive Handling techniques that may be used;   * No touch guide / prompting * Two finger guide * Wrist & lower back guide * Wrist and arm crossed to hip guide * Wrist and Elbow guide * Finger of four arm hold * Double sitting hold |

Risk assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Anticipated Risk | Prevention taken | Effectiveness |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

I agree to the school’s Behaviour Support and Positive Handling Plan for my child and I will support my child and the school in working towards these targets. I agree to Bentley New Village’s Behaviour and Positive Handling Policy being implemented as necessary. I understand which behaviours will lead to my child’s exclusion.

Signed by parent; Date;

APPENDIX 3

|  |  |
| --- | --- |
| BENTLEY NEW VILLAGE  SERIOUS INCIDENT FORM | |
| Date of incident; | Time of incident; |
| Name(s) of staff(s) involved; | |
| Name(s) of pupil(s) involved; | |
| Name of other staff / pupils who witnessed the incident; | |
| Brief description of incident (please be objective and factual); | |
| Reason that restraint was necessary; | |
| Pupil’s response and outcome of incident; | |
| Details of any injury to pupil, other pupils, members of staff or property; | |

Signed ……………………………………………………………. Date ………………………………………………………………..