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| Highgate Hill House School |
| Positive Behaviour Policy,  **including Physical Contact and Physical Intervention with Pupils** |
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This policy was adopted by the Proprietor on 01/04/2016

Reviewed : April 2021

Next review date: April 2022

**Philosophy**

The promotion of positive behaviour is the corner stone of the work of the HHHS, not just an add on to the curriculum. It is the responsibility of all staff, to work together as a team, to promote an atmosphere of respect and consideration. We believe that every pupil has the right to learn in a nurturing and supportive environment, regardless of their race, gender, religion, ability or disability. This is important to ensure that all pupils are safeguarded and protected from harm.

This policy is also designed to provide guidance on physical contact with pupils to enable all staff to provide consistent support to pupils who exhibit challenging behaviour. By following this advice the aim is to minimise risk to the health and safety of all who use the school.

This policy applies to all members of the school, including the Proprietor, Head Teacher, staff, pupils and visitors, including when on off-site activities and trips, lunch times and travel.

1. **Aims**

* To create a safe and secure environment for pupils and staff
* To promote self-esteem and positive relationships
* To promote and reinforce positive behaviour
* To promote effective teaching, learning and achievement
* To ensure that every member of the school community feels valued and respected
* To ensure that pupils achieve the best they can and become valued members of their communities
* To ensure high standards of safeguarding & child protection
* To act in accordance with the Behaviour Act 2010 and the DfE Guidance on Behaviour & Discipline in Schools 2016

1. **We will achieve these aims by**

* Establishing a set of expectations which staff and pupils know and understand
* Establishing praise and reward systems
* Staff will lead by example and model desired behaviour
* Establish a system of consequences for inappropriate behaviour
* Working collaboratively with pupils, parents/carers and other agencies
* Personalising our behaviour systems to meet the needs of individual pupils
* Raising emotional literacy levels to impact positively on self-regulation and empathy
* Encouraging children to define their own school charter and rules for their classrooms which are displayed and regularly referred to.
* Communicating positive aspects of school life to the whole community. This encourages positive images and enhances self-esteem.

1. **Expectations of Staff**

We believe that positive behaviour is generated by positive relationships and a strong sense of community. We actively recognise and celebrate success of all individuals. Alongside this we believe that through restorative approaches young people can learn to recognise the consequences of their actions and modify their behaviour.

We appreciate that we need to personalise our approach to behaviour and that pupils may respond to systems that are based upon extrinsic ‘rewards’.

**All staff are responsible for:**

**•** Presenting a positive role model at all times and adhering to the ‘rights and responsibilities’ for all members of the community.

Treating pupils with fairness and consistency

• Having high expectations of young people’s behaviour, academic and social abilities and sharing these expectations with them

• Ensuring that they are well informed about pupils’ additional needs by reading information about them, such as the EHCP and discussing pupils with their tutor

• Understanding that behaviour is an expression of need and primarily seeking to address those needs

• Planning and delivering a curriculum that is tailored to meet the social and learning needs of the young person

• Sharing and recording information about young people’s behaviour and using agreed systems consistently

• Communicating with parents/carers in order to keep them informed about their child’s behaviour

• Celebrating success with young people and showing appreciation for the efforts and contributions within the school community

• Taking appropriate action when young people do not adhere to the ‘rights and responsibilities’ agreed

• Seeking resolution where there is conflict

**Senior Staff are responsible for:**

• Acting as role models to staff and pupils at all times

• Ensuring that structures are in place to record and monitor information about behaviour

• Supporting staff and having regard for their welfare

• Monitoring the effectiveness of the school’s systems and procedures

• Collating and analysing data on behaviour and exclusions

• Implementing risk management procedures

• Ensuring effective communication systems

• Identifying the training needs of staff

• Carrying out lesson observations to ensure that the social, emotional and learning needs of pupils are addressed

• Reporting to the Head Teacher and Proprietor

**The Head Teacher is responsible for:**

• Ensuring the well-being and safety of staff, pupils and visitors

• Authorising fixed term exclusions

• Ensuring that there is analysis and reporting of data and information regarding behaviour to the Proprietor

• Ensuring that staff have the opportunity to access to appropriate training and professional development

• Evaluating the effectiveness of policies and procedures

• With the Board of Directors, reviewing this policy annually

If the Head Teacher is absent from school and not contactable, the senior teacher on site will deputise for her. (The senior teacher cannot authorise fixed-term exclusions)

1. **Expectations of Pupils**

* Treat others with respect and accept differences, especially in regard to age, gender, sexual orientation, race, ability, disability and background, both face to face and remotely via social media and mobile phone
* To work to the best of their ability
* Accept responsibility for their actions and choices
* To allow others to learn and make progress
* To respect property
* To sort out disagreements without resorting to verbal or physical aggression
* To follow staff requests and instructions

1. **Encouraging and Managing Good Behaviour**

Creating a positive climate lays greater emphasis on rewards and praise than on sanctions and overt control. Giving positive feedback is an important element in creating a positive climate. For example, a high rate of praise when learning new behaviour is particularly important. Plenaries for every lesson should include discussion and praise of positive behaviours.

The school places a strong emphasis on the spiritual and moral development of pupils and success is achieved in increasing self-esteem and confidence to underpin successful behaviour and learning.

Pupils need a framework of acceptable standards within which they find safety and security. Part of this framework is the rules, which need to be applied with sensitivity and understanding. Pupils need to have their voices heard and their opinions respected. They must be able to have their views recorded at all times. Pupils and their parents will be informed about the school policies, including the complaints and whistleblowing policies and staff will take responsibility to ensure that they understand and are given opportunities to apply them if appropriate.

An atmosphere of mutual respect between both staff and young people helps to develop relationships based on positive experience and to defuse trouble.

At the beginning of each new term, time is set aside for the whole school to re-visit the code of behaviour in order to discuss its content and to review the expectations within it. This provides an opportunity for all to contribute to the code and to ensure a full understanding of its content. This process also ensures that the whole school ‘sign up’ to it in the same way that we all sign the anti-bullying charter within the school. All staff will contribute to the development of each pupil’s risk assessment.

The code of behaviour is then placed in all areas of the school and is frequently referred to when seeking positive behaviours within the school. The School ensures that new pupils and their parents understand the code of conduct and the positive behaviour policy as part of the new pupil’s induction process. Their views are sought to assist the school with developing and reviewing its practices.

These practices allow for self-reflection and self-regulation of behaviour and ensure that pupils are provided with as many opportunities as possible to make good decisions regarding their behaviour.

It is at these times that some of the most valuable work can be carried out. It is an opportunity to re-assess values and the importance of compromise to broaden understanding of self and others.

Also throughout the school year, particular attention is paid to the environment and climate in which the pupils learn. School staff are reminded to look at the ‘setting conditions’ that can have an external effect on behaviour and ensure that the following are in place:

* Positive organisational culture which encourages and supports all of the above
* A calming physical environment
* Programme related activities that engage, interest and stimulate pupils
* Treating each child as an individual
* Positive adult child relationships well able to meet the basic needs of pupils in helping them to build positive attachments

All staff are expected to carry out a risk assessment of their teaching areas regularly and complete the necessary documentation held in the office

1. **Social Praise**

This is also an important element of promoting positive behaviour and includes:

* Public recognition
* Display of individual’s work
* A mention in The Highgate Hill House Newsletter, on the website or Facebook page (parental consent is always obtained prior to this)

There will be cases where the normal system of rewards and positive feedback is insufficient to encourage regular appropriate behaviour. In response to this, a hierarchy of strategies exists to discourage or stop unwanted behaviour.

Planned ignoring of behaviour not disruptive to others or safety threatening. This is only effective if rapidly followed up with praise for appropriate behaviour for the child or one nearby i.e. ignore but then catch being good.

Non - verbal signals – a ‘recognisable’ menu of frowns, eye contact, shake of head, raised eyebrow, etc.

Proximity control – teacher moves nearer pupil, pupil nearer to teacher, etc. to de-escalate potential anti-social behaviour.

Effective reprimands – are referenced e.g. to your class rules and delivered calmly but assertively. Effective reprimands refer to the behaviour rather than the child, are not sarcastic (but can be delivered with humour), are positive and refer to consequences of behaviour without idle threat. They are delivered briefly and succinctly.

There should be an opportunity to regain the privilege or reward. The removal of tangible rewards such as stickers undervalue the original behaviour rewarded and should be avoided. Sanctions are discussed as part of a staff team with the child.

1. **Rewards (Positive Reinforcement)**

Encouragement, praise and rewards are essential to promoting positive behaviour and motivating pupils. We ensure that pupils know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards. These may be specific to groups of pupils and individuals. When considering their use it is important to be aware of the individual, their particular special educational needs, disabilities and cultural background. The school has a member of senior staff responsible for Equality, Diversity and Inclusion. This staff member will provide support and advise in this area. All staff will receive training in equality, diversity and cultural backgrounds as part of the on-going annual cycle of CPD. This will give them the knowledge needed. Rewards may include:

* Praise
* Phone calls, letters or postcards home
* Awards and certificates
* Vouchers
* Trips out
* Activities on site
* Prizes

1. **Targets**

Each pupil will agree targets for behaviour and academic work with their tutor during target setting appointments. They will be asked their opinion and to discuss their progress, achievement and behaviour. These will usually be attended by parents. They will be reviewed during tutor time, no less than each half term.

1. **Engagement with Parents**

The tutor is responsible for day to day contact with parents. During the daily debrief with all staff, all pupils who have had a good day or a challenging day are discussed and actions are agreed. Where appropriate these are shared with parents. All tutors will ensure good progress and achievements are shared with parents. When the tracker identifies that what is not working is starting to affect the progress of a young person, parents will be invited in to review progress and set targets to help young people make good progress.

All parents are invited in termly to review progress and review targets set on the individual education plans. All young people will be set personalised targets that will be reviewed half termly.

1. **Tutor Role**

All young people will have a personal tutor. The tutor will play a key role in supporting young people day to day, working with parents and integrated children’s services. The tutor handbook provides all tutors with an overview of the role of the tutor.

1. **Person Centred Tools**

The tutor needs to develop a One Page Profile for each pupil during their first week on roll. This gives all staff a quick view of how to support the young person and places the young person at the centre of their education. They may use ‘person-centred activities, or they may find that these are included with the EHCP paperwork, such as; ‘Morning Routine’, ‘Good Day Bad Day’, ‘Like and Admire’ and ‘Important to/for’. These tools may also be used during the termly review meeting with the tutor, pupil and parents and inform the pupil’s individual education plan.

Staff are given training during their first year of employment in the use of Person Centred Tools by more experienced members of the school staff. Some staff will receive external training, such as from Babcock LDT to lead on PCT within the school. Refresher sessions will take place at least annually as part of the school CPD cycle. The outcome of this training is that staff will be enabled to facilitate pupil self-advocacy and promote positive changes in behaviour.

1. **Solution Focused Questioning**

Staff will use a Solution Focused Approach during discussions and target setting with pupils. This training will equip staff with the skills to have positive discussions with pupils to promote positive changes in behaviour. All staff will receive training in using this approach during their first year of employment by more experienced members of the school staff. Some staff will receive external training, such as from Babcock LDT to lead on PCT within the school. Refresher sessions will take place at least annually as part of the school CPD cycle.

1. **Tracker**

Staff and pupils use the tracker system each lesson to agree a grade for both behaviour and attainment. The whole staff team will review the tracker in the daily debrief each day. This will inform behavioural targets which will be reviewed on a six weekly basis. Tutors will review these in tutor time. They will be shared with parents on a regular basis and will be used to track behaviour for learning over time.

1. **Consequences**

Pupils do not always behave in a positive manner. We use consequences to help them to reflect upon their behaviour and learn strategies to avoid such difficulties in the future. We do not use fixed term or permanent exclusions. If it becomes apparent that the school is unable to meet the needs of a pupil, we would work collaboratively with the placing Local Authority to seek a more appropriate school placement.

The following grid acts as a guideline for staff when dealing with incidents. It is not prescriptive, as each incident needs to be considered in context. It is a 3 tier approach, to allow a stepped approach so that consequences match the seriousness of the incident

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| Tier | Type of behaviour | Guideline for consequences |
| 1 | Low level difficulties – refusing to work, poor language, misuse of equipment, using mobile phone or other gadgets in lessons, lighting lighter or getting tobacco products out on site, walking out of classroom without permission | Staff instruction/listening/mentoring using verbal and non-verbal means of communication change of activity, location or grouping use of the tracker &/or individual or subject targets refer to rewards/incentives pupil tutor discussion phone call home at end of day amber/red warning system |
| 2 | Mid level difficulties – overt rudeness, refusing to move from one area to another, disrupting others learning, refusing to wear appropriate clothing/equipment in practical sessions, throwing/spilling food/drink & refusing to clean up, minor damage to property/equipment, consistent refusal to follow instructions, tier 1 behaviour which lasts longer than 2 lessons | As for tier 1 plus Use on call staff swap staff to free tutor to intervene change of location/ work separate from group/ catch up lost work in free time phone call home during day peer feedback |
| 3 | Extreme behaviour – physical aggression towards another person, serious damage to property, direct verbal aggression to another person, behaviour which places someone at risk of significant harm, being under the influence of drugs or alcohol | As for tier 1 & 2 plus Change of location/internal isolation/use of other sites use of on call or senior staff meeting with parents using a restorative approach further personalisation of timetable |

1. **Managing extreme situations**

All staff receive training in Passive Intervention & Prevention Strategies (PIPS) during their induction programme. This is done through support from senior management. Attendance on a training course run by Babcock LDP is required during their first year of employment. TeamTeach is also recognised as appropriate training. This gives staff the skills in de-escalation techniques and managing extreme situations. It is designed to minimise risk and help people to build and maintain positive relationships. The training covers:

* The Legal Framework
* Understanding Aggression
* How Feelings Drive Behaviour
* De-escalation and Diffusion
* Personal Safety and Positive Handling
* Repair, Reflection and Review

Staff are expected to apply this training when dealing with pupils in appropriate situations.

When a pupil’s challenging behaviour can no longer be managed using the following strategies, then it may be necessary to take further action.  Such intervention should still be part of a planned process and include distraction, timely physical presence and various methods of diffusion.  Only when it is clear that none of these will have the effect of creating a safe environment for all concerned should physical intervention be considered.

**Agreed Protocols in the Case of Stage 1-3 Incidents**

**Stage 1 - 2 (Trigger and early escalation)**

All staff must be familiar with the information held on all pupils, particularly risk assessments and details regarding triggers and handling strategies.

At planning sessions staff must agree what strategies will be adopted if there are early signs of possible aggressive/abusive behaviour. These may include:

* Cooling off
* Talking through feelings and experiences
* Gentle handling
* Alternative activities
* Clarification of boundaries
* Support and reassurance
* Diversion
* Choices
* An agreement with parents to send home

**Stage 2 - 3 (Escalation into crisis)**

The following actions will be taken to safeguard staff and pupils in the case of a pupil losing control and becoming a risk to him/herself, other pupils, staff, property good order and discipline.

* The pupil will be guided to a safe area away from other pupils but if necessary other pupils will be moved away from the pupil
* Other pupils will be supervised in other class areas by the remaining staff
* Another member of staff will act as observer and may be required to assist or intervene if necessary
* Staff managing the pupil will indicate levels of response to the observer: level one = situation under control; level two = call parents and arrange transport home; level three = call police for assistance.

**Physical Intervention**

The Education Act 1996 allows teachers at school to use reasonable force to control or restrain pupils.  It also allows other people to do so, provided they have been authorised by the Headteacher.  Within the HHHS, physical intervention will only be considered necessary when all other possible strategies have been exhausted.  All staff will have authorisation to use physical intervention in line with this policy. Staff may physically intervene:

* To avert immediate danger or risk of danger to the young person
* To avert immediate danger or risk of danger to other people including oneself
* Where property is at risk (reasonably significant property)
* If the pupil is committing a criminal offence
* Where a pupil is behaving in a way that is compromising good order and discipline
* Where staff may be deemed negligent if they fail to do so.

There are few situations in which physical intervention would be considered appropriate.  Examples of such situations may include the following:

* When a pupil attacks a member of staff
* When a pupil attacks another pupil
* When pupils are fighting
* When a pupil is hurting him/herself or is in danger of hurting him/herself

Physical intervention, if required regarding the above situations, may take several forms.  It might involve staff:

* Physically interposing between pupils
* Blocking a pupil’s path
* Leading a pupil by the hand or arm
* Shepherding a pupil away by placing a hand in the centre of the back, or
* in very extreme circumstances using more restrictive holds for which staff would have received appropriate and approved training – The Team-Teach Approach or PIPS Training. All school staff, including admin staff will undertake PIPS (Passive Intervention and Prevention Strategies) training annually. This will inform them of how to effectively de-escalate situations and how to physically intervene safely and appropriately if the need arises.

Physical intervention should then only be used for as short a period of time as possible to enable a safe environment to be re-established for all concerned.  Before intervening physically, a member of staff should, wherever practicable, tell the pupil who is behaving inappropriately to stop and what will happen if he or she does not.  It is also advisable, where possible, to summon assistance from other colleagues.  At all times it is important to remain calm and to continue to communicate verbally with the pupil, making it clear that physical contact will stop as soon as it ceases to be necessary. Staff should not physically intervene if they feel that they are not able to regulate their own emotions. The best practice in any educational establishment is where there is a low incidence of physical intervention.

**Methods of Handling**

Staff should apply the PIPS/Team Teach techniques to the situation where ever possible. They should be aware of the following in particular:

* Ensure that wherever possible at least two members of staff are present although there may be rare occasions where this is not possible
* To use minimum force for the minimum time
* Not to inflict pain
* Not to degrade or demean
* To avoid contact with sensitive body parts
* To avoid joints
* To be aware that male staff should avoid restraining a female wherever possible

**During Physical intervention**

Physical intervention should always be for as little time as possible and while it is happening the following principles should be applied:

* Other pupils should not be asked to assist
* The pupil should be talked to
* Actions should be explained
* The pupil should be reassured in a calm way
* Clear regular messages about conditions for ceasing physical intervention should be given
* The restrained person should not be moved unless to there is danger or distress to them self
* The type of and strength of the physical force being used should be monitored
* Airway, breathing and the general health and well-being of the pupil should be paramount at all times.

Up-to-date records of all incidents where physical intervention has been used will be formally recorded and stored by the Headteacher.  Immediately following any such incident, members of staff concerned will inform the Headteacher and provide a written report.  Such incidents will always be reported to parents/guardians.

Following any incident of physical intervention, both staff and pupil will be offered a de-brief interview with a member of the senior staff team. This will allow them to tell their story and to reflect upon the incident. No one enjoys having to restrain a young person. In fact the experience can be very upsetting. It can also be helpful for the adult to share their feelings of discomfort with the young person as this reinforces the caring role. A restorative approach is always used to ensure that the pupil can give feedback on their thoughts and feelings and to rebuild the relationship with the adults involved. If a pupil finds it difficult to engage in a restorative meeting, they will be encouraged to express their feelings in writing.

**Following Physical intervention**

Once a pupil is calmer and no longer requires physical intervention staff should continue to talk to him/her and continue de-escalation and reassurance. The following must also be carried out:

* A Physical Intervention Record form must be completed and filed.
* The incident must be reported to the Head Teacher.
* It is good practice to discuss the incident with other adults who were involved
* It may be necessary to de-brief other pupils who were witness or involved
* Parents must be informed as soon as possible following the physical intervention.
* The Local Authority commissioning the placement must be informed.
* Social Services must be informed for Children in Care or those on a Child Protection Plan.
* Within 1-3 days a restorative meeting should be held with the young person and key staff involved in order to allow for the relationship to be repaired (as detailed in section 19 of this policy)
* There will be an opportunity for members of staff and pupils involved to de-brief with senior staff within 24 hours of the physical intervention. This allows staff and pupils to reflect, have their voice heard, their opinion respected and to learn from the incident.

If any member of the school community has any concern either due to the frequency, intensity or types of techniques being used by anyone within the school they must challenge this through the Headteacher, or using the Highgate Hill House School whistleblowing or complaints policy immediately.

**Risk Assessment**

Time will not always allow a proper risk assessment prior to an intervention so it is important that assessment of risk is carried out on every child before admission. All staff must be made aware of these assessments.

An immediate risk assessment at the scene should consider:

* The most effective outcome
* Clothing/jewellery worn by those involved
* The location
* The age, gender and medical condition of the pupil and the member of staff
* The availability of assistance or adult witnesses
* The presence of other pupils (they should be moved to another area if possible)
* The state of mind of the pupil and the member of staff
* The presence or potential risk of weapons
* Knowledge of the pupil’s previous history especially with prior physical intervention and physical contact

1. **Prohibited Measures of Behaviour Management**

When considering the use of sanctions it is important to be aware of the individual, their particular special educational needs, disabilities and cultural background to ensure that any measure can be justified. The Headteacher responsible for Equality, Diversity and Inclusion. This staff member will provide support and advise in this area. All staff will receive training in equality, diversity and cultural backgrounds as part of the on-going annual cycle of CPD. This will give them the knowledge needed. The regulations made under the Children Act 1989 set out prohibited sanctions as follows:

 Corporal punishment  Deprivation of food and drink  Restriction or refusal of visits/communication with the family, social worker or any other involved person  Requiring a child to wear distinctive or inappropriate clothing  Imposition of fines  The misuse of withholding of medication or medical treatment  Intentional deprivation of sleep  Restriction of a child’s liberty  Intimate body searches

It is the responsibility of all staff to report any concerns they have regarding inappropriate or concerning use of behaviour management using the school whistleblowing or complaints policy.

1. **Permitted Measures of Behaviour Management**

The Children Act 1989 also considers sanctions that are permitted to be used within an educational setting. Any measure should be appropriate to the age of the child and take into account the circumstances of the individual. All sanctions must be;

* Time limited
* Appropriate
* Flexible enough to the reviewed
* Reparation or damage or loss of property. Payments for, or contribution towards the costs due for wilful damage to property, misappropriation of money or goods or theft of property from the school. This must not exceed two thirds of the child’s pocket money in any one week.
* Verbal reprimands - Verbal reprimands can be an effective way of dealing with unacceptable behaviour, but there are many occasions when more final measures will be adopted. During confrontational incidents staff need to consistently assess the child’s moods and feelings. The severity of the reprimand should reflect the seriousness of the incident, the relationship of the child and staff member and the eventual outcome of the exchange.
* Withdrawal of a planned educational activity - Educational activities should be used as opportunities to develop individual pupils’ skills as well as relationships between pupils and staff. Care should be taken as to the repercussions of such action. Safety of all pupils must be paramount.
* Increasing supervision - This form of control can be effective if there are trigger points when difficult behaviour is occurring i.e. during education. Any increase of supervision has to be planned with specific tasks for the individual staff to achieve with the child.
* Removal of possessions- If a child is using a possession such as a radio or musical instrument to cause significant annoyance to others the item can be removed for an appropriate length of time.
* Early return from educational trips - A child can be expected to return from trips earlier than normal. Staff should be careful not to restrict any educational trips that may be combined with contact visits to or from family members, or in cases where a child has a particular difficulty in establishing relationships
* Systems for rewarding good behaviour – It is always better to reinforce positive behaviour than punish negative behaviour. Any such system needs to be consistent and fair to everyone. The School operates a merits and rewards incentive scheme to promote positive behaviour amongst attending pupils.

1. **A Restorative Approach**

We use a restorative approach to ensure effective debrief following a serious incident. This allows pupils to a chance to tell their side of the story, express their feelings, understand better how the situation happened and understand how it can be avoided another time. It also encourages them to acknowledge harm caused and make reparation. Each pupil involved has a restorative conversation with an appropriate member of school staff individually. Afterwards all parties involved are brought together for a restorative conference chaired by a suitably trained member of the school staff.

Pupils feel fairly treated and respected, because they have been listened to they are more likely to listen to others. Empathy and consideration can be developed and help to change choices made in the future.

Staff receive training in using a restorative approach during their induction period from senior staff (see induction policy) Refresher training will also take place during the school annual CPD cycle.

Restorative enquiry is the key skill in the restorative approach. There are 5 key questions which need to be used in a restorative conversation:

* What happened?
* What were you thinking?
* What were you feeling?
* Who else has been affected by this?
* What needs to happen to put it right?

1. **Safe Care Plans**

All pupils at HHHS have safe care plans. These are written during their induction period at the school by themselves, their parents/carers, their tutor and other key adults, as appropriate. They are a written agreement detailing how we will all behave to foster and promote positive behaviour, de-escalate difficult situations and keep all members of the school community safe.

Trigger behaviours and situations are identified and occasions in the past when physical intervention has been used. This information will be analysed so that, over time it can show change and progress.

Preferred supportive strategies will be discussed and recorded through discussion with the pupil, their parents and key school staff. These should be used to de-escalate challenging situations and encourage positive behaviour. They may include choices, reassurance, planned ignoring, time out, success reminders, distraction, change of adult or environment, humour.

A preferred handling strategy will be documented, so that staff, pupil and parents understand and agree an appropriate and consistent approach.

The care and debrief process is recorded on the safe care plan, as well as the reporting and recording process.

Safe care plans are informed by pupil, parent and staff voice and school data, such as incident reports, pupil progress assessment and recording data. Information can be gathered by face to face discussion, written communication, questionnaire or other appropriate means. They are signed by pupil, parents and senior school staff and shared with appropriate adults.

They are reviewed each term during the pupil’s review meeting. They will be reviewed following any serious incident and incident involving physical intervention.

1. **Positive Contact with Pupils**

There may be times when it is appropriate to have positive physical contact:

* Comfort
* Curricular reasons (eg P.E.)
* Gentle guidance
* First aid (see final section in document)

The most important rule is to know pupils. Staff should not touch a pupil unless they are confident that they know that there would be no detrimental effects in doing so. Staff should take into consideration:

* The pupil’s age
* The pupil’s gender
* The pupil’s understanding of the need for contact
* The location
* How often
* Parts of the body
* The pupil’s background

If a member of staff is not sure of the above or is uncertain then no contact should take place unless there is an urgent need to avert immediate danger to the pupil or another person or where staff may be deemed negligent if they fail to intervene.

1. **Reporting and Recording**

Any behaviour deemed by staff to warrant an official response is recorded in one of the incident logs. These are the; Serious Incident Log, Physical Intervention Log, Accident Book, Bullying Log, Racist or Homophobic Incident Log. This must be completed within 48 hours of the incident. All incident logs are reviewed by the Head Teacher on at least a weekly basis. If the incident involved physical intervention, this must be reported to the Head Teacher on the same day and as soon as safely possible. They are reported to the Board of Directors once a term.

The record must contain the following information:

A – Antecedents (what happened immediately beforehand)

B – Behaviour (or description of incident or event)

C – Consequence (for all concerned, both long and short term if applicable)

1) Record the information in full, including date and time of day for example as this can reveal patterns of behaviour

2) Staff should ensure that all those present during the incident are listed - this can be useful as it is not always those most closely involved who trigger or exacerbate an event.

3) In most cases staff members will be able to make decisions about outcomes (e.g. Discussed with pupil or telephoned home) and mark the incident as resolved. Where members of staff feel unable to resolve an incident they should refer to senior staff or the Head Teacher.

4) There may be times when it is also helpful for the pupil(s) involved to record their version of the incident.

*The policy will be reviewed taking into account the views expressed by all members of the school community, including parents and pupils. These views will be gathered through questionnaire, the pupil council, parents’ association and staff meeting minutes and interviews.*

Linked documents:

HHHS Safeguarding & Child Protection Policy

HHHS Whistleblowing Policy

HHHS Complaints Policy

Safer Working Practice Guidelines

Safe Care Plans

Pupil Risk Assessments