**Bentley New Village Safe Hold Policy**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2020 2022

**Safe hold Policy**

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Abigail Smith** |
| **DATE: November 2020** |
| **SIGNED:** A,Smith | **ROLE: Assistant Head Teacher** |
| **TO BE REVIEWED:** | **SEPTEMBER 2022** |

**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 Safe Hold Policy.

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

The term safe hold 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 safe hold 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 Safe Holding 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 safe hold strategies to ensure the safety of the pupil and / or others

SCHOOL STAFF SAFETY TRAINING – SAFE HOLD

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 a safe hold we take effective action to reduce risk by:

* Noticing, Attuning and Validating a pupil’s behaviour
* 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

SAFE HOLDS

At this school we only use a safe hold 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 Managing Emotions and Behaviour Policy). 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. A safe hold must only be in accordance with the following:

* The child should be in immediate danger of harming themself 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 a safe hold. These staff can act as assistants or witnesses.
* Once safe, a safe hold should be relaxed to allow the child to regain self-control.
* Safe holds should be an act of care and control, not punishment.
* Safe holds should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
* The safe hold 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 can see that you are angry and 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 & SAFE HOLD 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 Safe Hold Plan – BSSHP ***(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 BSSHP will list the safe hold strategies that staff members are qualified to use. The safe hold that is used will be dependent on the situation. Behaviour Support and Safe Hold Plans should be considered along with the child’s Statement of SEN, Thrive Plan and Screening 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.

SAFE HOLD 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. A safe place is identified in each classroom or in a space in the immediate vicinity of the classroom.

Additional designated places are;

* KS1 – KS1 Thrive Base
* Years 3, 4 & 5 – KS2 Thrive Base
* Years 5&6 – Chairs in the Year 6 corridor

NON CONTACT TIME

During no contact time, such as P.E, coaches and cover staff need to be made aware of any vulnerable pupil and pupil with a BSSHP. A bespoke plan will be put in place for vulnerable pupils where support may be through staff support 1:1, staff regularly checking in with the pupil or a differentiated timetable that meets the needs of the pupil. When the class teacher is absent, the LSA for that class is responsible for following the Behaviour Policy, of notifying the supply / external agencies of any High Risk Behaviour Children and of documenting any incidents for that day.

POST INCIDENT DEBRIEF

Following a serious incident, it is the school’s policy 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. Staff take the opportunity to ‘shine a light’ on the child’s behaviour and choices and lend their thinking brains to the child to show how we could manage those emotions differently next time.

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 behavioural incidents are recorded on CPOMs. It is the responsibility of the class teacher to ensure that all entries are factual and accurate.
* All serious incidents involving a safe hold will be recorded on a Serious Incident Form ***(see Appendix 3).*** Responsibility lies with class teacher or Thrive Practitioner to scan the completed form onto CPOMs and hand the form to the Inclusion Lead or Inclusion Manager to file. Class teachers or Thrive Practitioner will inform parents following any physical restraint.

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 Managing Emotions and Behaviours Policy.

PARENTS

When there is concern about a child, parents will be invited to contribute to a risk assessment and Behaviour Support and Safe Hold 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 Safe hold.

**Appendix 2** Blank Behaviour Support & Safe Hold Plan including Risk Assessment

**Appendix 3** Serious Incident Report form

APPENDIX 1

Staff trained in SCHOOL STAFF SAFETY TRAINING - Safe hold as of September 2019 and valid until September 2021:

Mrs Kirsten McKechnie

Mrs A Smith

Mrs V Simmons

Miss R Emery

Mrs L Hobbs

Mrs T Callaway

Miss V Guest

Mr P Wright

Mrs M Athey

Mr A Peterson

Mrs C Burton

Mr G Black

Mrs A Brown

Mr S Stallard

APPENDIX 2

BEHAVIOUR SUPPORT & POSITIVE HANDLING PLAN

Pupil’s name; Year Group;

Date of Plan; Review date of plan;

Child screened at;

Being Doing Thinking P&I S&S Not screened

Does the child have 1:1 support?

Yes No

Does the child have a bespoke timetable?

Yes No

What do the behaviours look like?

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

Classroom support strategies

What are the common triggers?

|  |
| --- |
|  |

De-escalation techniques;

|  |  |  |
| --- | --- | --- |
|  | Try | Avoid |
| Offering the child empathy (attuning & validating the experience) |  |  |
| Safe-place offered |  |  |
| Safe-place directed |  |  |
| Transfer the adult |  |  |
| Reminded to stop-think-choose-behave (Thinking +) |  |  |
| Removing audience |  |  |
| Parent / Carer to re-regulate child if child is dysregulated before school |  |  |
| 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 Safe Hold Plan for my child and I will support my child and the school with managing my child’s behaviour. I agree to Bentley New Village’s Managing Emotional Development & Behaviours and Safe Hold Policies being implemented as necessary. I understand which behaviours will lead to my child’s exclusion.

Signed by parent; Date;

|  |  |
| --- | --- |
| Date logged |  |
| Cpoms No |  |
| Signed |  |

|  |  |  |
| --- | --- | --- |
| Seen by (KMc/AS/LW): | Date: | Feedback offered/ actions taken: |

|  |  |
| --- | --- |
| **BENTLEY NEW VILLAGE**  **SERIOUS INCIDENT FORM** | |
| Date of incident; | Time of incident  Start:  Finish: |
| Name(s) of staff(s) involved; | |
| Name(s) of pupil(s) involved; | |
| Name of other staff / pupils who witnessed the incident; | |
| Child screened at;  Being Doing Thinking P&I S&S Not screened | |
| Describe the lead up to the incident; | |
| De-escalation techniques which were tried (please tick);   |  |  | | --- | --- | | Offering the child empathy (attuning & validating the experience) |  | | Safe-place offered |  | | Safe-place directed |  | | Change the adult |  | | Reminded to stop-think-choose-behave (Thinking +) |  | | Other (please state) |  | | |
| Pupil’s point of view; | |
| Why did the child need to be supported to regulate?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Danger to self |  | Danger to other children |  | Damaging property |  | | Danger to adults |  | Running/ trying to abscond |  | Unable to self-regulate |  |   Details of the dysregulation: | |
| Please indicate which physical intervention was used to contain, calm & soothe the child;   |  |  |  |  | | --- | --- | --- | --- | | Two finger guide |  | Wrist and arm crossed to hip guide |  | | Wrist & lower back guide |  | Finger of four arm hold |  | | Wrist and Elbow guide |  | Double sitting hold |  |   Duration of physical intervention(s):  How did you know the child was fully regulated?(breathing techniques used, discussion with child, body posture etc) | |
| Were any medical interventions or injuries suffered to the child or adult?  Yes If yes, please specify:  No | |
| De-brief: Were staff given the opportunity to re-regulate?  Any comments/ feedback/ lessons learnt? | |
| Have parents / carers been informed of the physical intervention taking place?  Yes No | |
| Signed: Date: | |