**Bentley New Village Safe Hold Policy**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: Victoria SIMMONS

2025-2027

Safe Hold Policy

|  |  |
| --- | --- |
| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Abigail Smith** |
| **DATE: March 2025** |
| **SIGNED:** A.Smith | **ROLE: Assistant Head Teacher** |
| **TO BE REVIEWED:** | **March 2027** |

Contents

[OUR SCHOOL VISION 1](#_Toc123720230)

[ETHOS 2](#_Toc123720231)

[OUR SCHOOL VALUES 2](#_Toc123720232)

[RATIONALE 2](#_Toc123720233)

[PURPOSE 3](#_Toc123720234)

[SCHOOL STAFF SAFETY TRAINING – SAFE HOLD 3](#_Toc123720235)

[SAFE HOLDS 3](#_Toc123720236)

[RESPONDING TO UNFORESEEN EMERGENCIES 4](#_Toc123720237)

[RISK ASSESSMENT 4](#_Toc123720238)

[BEHAVIOUR SUPPORT & SAFE HOLD PLANS 4](#_Toc123720239)

[SAFE HOLD LOCATIONS 4](#_Toc123720240)

[NON CONTACT TIME 4](#_Toc123720241)

[POST INCIDENT DEBRIEF 5](#_Toc123720242)

[RECORDING 5](#_Toc123720243)

[MONITORING AND EVALUATION 5](#_Toc123720244)

[PARENTS 5](#_Toc123720245)

[COMPLAINTS AND ALLEGATIONS 5](#_Toc123720246)

[APPENDIX 1 5](#_Toc123720247)

[APPENDIX 2 9](#_Toc123720248)

## OUR SCHOOL VISION

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.  Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

## ETHOS

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

## OUR SCHOOL VALUES

Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity

Our mission statement, **“What Challenges us, Changes us”**

## 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.

Members of staff are trained in the pre-emotive and responsive safe hold strategy techniques of positive handling to use physical intervention techniques with children when necessary***,*** however, all staff have the right to positively intervene, if necessary, if a child is going to cause harm to themselves or others.

The term safe hold includes a wide range of supportive strategies for managing discharging 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 and necessary. 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 three 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
* Referring the child’s individual Behaviour Support and Safe Hold Plan and risk assessment

## 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 necessary, proportionate and be in the adult’s belief that if they didn’t intervene the child or others would be unsafe or put at risk. A safe hold must only be in accordance with the following:

* The child should be in immediate danger of harming themselves 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. Identified risks are included in the child’s individual Behaviour Support and Safe Hold Plan.

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 1)***. 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;

* EYFS – identified space within the unit
* KS1 – Sampey Suit
* Years 3, 4 & 5 – KS2 Thrive Base, Safe Hold chairs in the corridor
* Years 5&6 – Safe Hold 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 Managing Emotions and Behaviour Policy, of notifying the supply / external agencies of any vulnerable 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 2).*** This form details the headings and information that staff will record when completing the form electronically on CPOMs. It is the ***responsibility*** of ***every*** adult involved in the incident to complete their ***own form on CPOMs*** to document the incident. 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. The Head Teacher needs to be informed. Members of SLT will have oversight of all incidents and will inform practise.

## 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** Blank Behaviour Support & Safe Hold Plan including Risk Assessment

**Appendix 2** Serious Incident Report form – this format represents how it is logged on CPOMs

## APPENDIX 1

BEHAVIOUR SUPPORT & SAFE HOLD 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?

|  |
| --- |
|  |

Pupil Voice; How can adults help you when you’re having a tricky time?

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;  Escort  Double hand restraint (two person)  Seated low-level restrictive restraint  Secure cup restraint (two person)  Seated low-level restraint for kicking (legs over or scissor 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 suspension.

Signed by parent; Date;

## APPENDIX 2

|  |  |
| --- | --- |
| 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 | |
| Additional needs: Y N  EHCP; Y N  Trauma History: Y N | |
| Describe the lead up to the incident (what was happening, signs of dysregulation, triggers); | |
| 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 was it necessary to support the child’s regulation?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Danger to self/ unable to self-regulate. |  | Danger to other children |  | Damaging property |  | | Danger to adults |  | Running/ trying to abscond |  | Refusing to enter school |  |   Details of the dysregulation (including why the safe hold was necessary, proportionate and in your opinion what you harm you were preventing) | |
| Please indicate which physical intervention was used to contain, calm & soothe the child;   |  |  |  |  | | --- | --- | --- | --- | | Escort |  | Hold |  | | Double hand restraint (two person) |  | Secure cup restraint (two person) |  | | Seated low-level restrictive restraint |  | Seated low-level restraint for kicking (legs over or scissor 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 | |
| Parent informed:  Face to face Telephone Email Class Dojo message | |
| Signed: Date: | |
| Account agreed by other participant of the hold: Yes | |
| Separate form completed if giving a different account Yes | |