States of Jersey

Education Department Policy

Title:	**ED Policy for Schools for Positive Behaviour Support and Restrictive Physical Interventions**
Date:	**October 2017**
Author:	**Director of Inclusion and Early Intervention**

1. Overview

This Policy has been written in two parts. Part 1 has been developed to assist staff in schools and other educational establishments in positive behaviour management. Part 2 provides guidance on the circumstances when restrictive physical intervention (RPI) can be used and the procedures that should be followed when it is used.

2. Scope

The scope of this policy encompasses all pupils aged 3-19, and all staff employed by the Education Department (ED).

3. Responsibilities and distribution

The policy (part 1 and 2) must be read in conjunction and with reference to other relevant policies as well as the following documents indicative of current good practice principles. Please note that whilst UK policies and guidance are not applicable in Jersey, the principles and guidance within them are indicative of best practice:

- Children Act 1989
- United Nations Convention on the Rights of the Child
- Human Rights (Jersey) Law 2000
- BILD Code of Practice for Trainers in Physical Interventions, 4th Edition
- DoH/DfES Guidance for Restrictive Physical Interventions (2002)
- Health and Safety at Work (Jersey) Law 1989
- RIDDOR 1995
- Physical Interventions and the Law, Lyons Pimor, BILD (2004)
- Department of Health/NIMHE: Good Practice Standards Prevention and Management of Violence and Aggression (2004)
- Lone Workers Policy 2013

4. Policy/Standards

The purpose of this document is to:

- Encourage a person centred framework for supporting pupils who exhibit behaviours which could be described as challenging;
- Enable a framework to support pupils to develop appropriate and socially valid behaviours;
- Enable staff to discharge their duty of care towards pupils;
- Ensure the safety of pupils;
- Ensure the safety of staff (and others) and offer appropriate advice and guidance;
- Reduce risk associated with challenging behaviour.

5. Further information

It is the duty of every employee to discharge their duty of care towards pupils in an appropriate manner and within an appropriate values base. It is an expectation that staff will be individually accountable and responsible for their actions towards the pupils whom they support.

All pupils will:

- Be treated as individuals and their views sought where possible;
- Be supported to learn in a safe environment;
- Be valued in respect of their gender, culture, ethnicity and sexual orientation;
- Be supported to make appropriate valued choices and develop a healthy lifestyle;
- Be protected from harm or the risk of abuse.

Pupils will be offered the opportunity to develop a sense of personal responsibility appropriate to their age and/or developmental level. The service will foster an environment that will develop the pupil's sense of personal responsibility taking account of their age and developmental level.

An important aspect of developing an appropriate values base and socially valid environment is the development of positive relationships between pupils and staff within the service. It is an expectation that all staff will foster appropriate relationships with pupils creating appropriate boundaries and positively valued relationships with pupils having consideration for age, gender, developmental ability and personal wishes. An appropriate relationship will:

- Be based on mutual respect and positive interaction
- Be supportive and active in creating opportunities for the pupil
- Highlight and differentiate between disapproval of socially inappropriate behaviour and disapproval for the pupil exhibiting that behaviour
- Take account of the pupil's personal history and be sensitive to their needs
- Have clear, professional and appropriate boundaries

- Promote self-esteem and a sense of belonging through a variety of interactions and opportunities for the pupil
- Seek to understand the function of less socially valid behaviour
- Be consistent and supportive throughout

Part 1

5.1.   Positive Behaviour Support

The Education Department and its employees will deliver a service based on the principles of positive behaviour support. Services will create an environment where pupils feel safe, secure and valued. The service philosophy is based on one of prevention as opposed to reactive management. Schools should ensure that at least one member of teaching staff is trained in Positive Behaviour Support including how to write a Consistent Management/Behaviour Plan (see **Appendix 1).**

All pupils who present a known risk as a result of their behaviour towards themselves or others will have a Consistent Management/Behaviour Support plan. The support plan will detail the target behaviours that are of critical risk, the behaviours will be fully assessed and described. The support plan will articulate:

> a) The behaviour(s) that is of significant risk and who/whom is at risk as a result of the behaviour.
>
> b) The assessed function of the behaviour and the environments in which it is more likely to occur.
>
> c) The primary preventative strategies that are in place to decrease the likelihood of the behaviour emerging.
>
> d) The secondary preventative strategies that are in place to de-escalate and prevent potentially difficult situations occurring.
>
> e) If absolutely necessary the reactive management strategy that is to be used if the behaviour occurs and immediate high risk is present to the person or other people (this is addressed in section 2 of this policy in more detail).
>
> f) This will be accompanied by an individual risk assessment that will detail the behaviours of risk and risk reduction strategies (please see **Appendix 2** for model risk assessment).

It is not acceptable to:
- Physically punish a pupil or to verbally threaten to do so, this includes the use of physical interventions;
- Deprive pupils of food or drink;
- Shout in anger
- Ask a parent or family member to impose sanctions against a pupil;

- Use demeaning tasks or punishments such as wearing inappropriate clothing;
- Withhold medical treatment;
- Conduct personal body searches; where significant concern exists a senior manager should be contacted or support of the police should be sought;
- Lock a pupil in a room or prevent them from leaving a room (except in very extreme situations of high risk).

Part 2

5.2. Restrictive Intervention

There are occasions when restrictive physical intervention (RPI) is used in response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual presenting a risk and the nature of the harm they might cause.

Legal Considerations
In the absence of any statutory power to use force, any restrictive physical intervention used, can constitute assault.

A duty of care is imposed on staff, they must therefore, take reasonable care to avoid acts or omissions which may cause harm. This duty of care applies to all employees of the Department and they remain personally responsible and accountable for their actions at all times.

Members of staff should not be required/advised to carry out any form of restrictive physical intervention outside policy guidelines which will put themselves at risk legally or otherwise.

Underpinning Principles
- The use of force should, wherever possible, be avoided;
- There are occasions when the use of force is unavoidable;
- When force is unavoidable, it must be used in ways that maintain the safety and dignity of all concerned.

Principles for the use of Restrictive Physical Intervention in schools

Restrictive Physical Intervention should only be used in the context of wider behaviour policies and procedures which promote positive behaviour. There are occasions when restrictive physical intervention is unavoidable and is used in response to the risks presented in a particular situation.

Restrictive physical intervention should only be used when there is no alternative, less intrusive, course of action.

Force may not be used as a punishment.

Circumstances which may give rise to Restrictive Physical Intervention

4

To prevent a pupil from doing or continuing to do any of the following:
- Committing an offence.
- Causing injury, or damage, to a person or the property of any person (including the person themselves).
- Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.

The most usual circumstances where reasonable force might be used is when a pupil's behaviour is likely to cause personal injury or serious damage to property. Members of staff should be very cautious about the use of force in other circumstances and should remember that force should only be used as a last resort and in line with the legal considerations and principles above.

The Department, in turn, owes a duty of care as an employer to those professionals in its employment and offer appropriate training and guidance. It recognises that at times they may face situations where they have to make a judgement about the use of physical interventions. Employees have the right to defend themselves and/or others from harm, where they decide to do this they must not use a disproportionate level of force.

It will be paramount that where physical intervention is used as a planned or emergency response it can be demonstrated that without that preventative action significant risk of harm existed for the pupils or others. For this reason careful consideration should be given if intervening to prevent damage to property and physical intervention used only in very extreme circumstances.

5.3. Terminology

A non-restrictive physical intervention is manual guidance, for example, to assist a pupil in crossing the road safely. A restrictive physical intervention would be to hold a pupil's hand to prevent them from hitting another pupil. This policy applies to the use of restrictive physical interventions and in no way comments on appropriate therapeutic or appropriate support given to assist pupils in given daily tasks. This policy does not make reference to the use of mechanical restraint nor should any form of mechanical restraint be used.

Unplanned (*emergency)* physical intervention: use of force, which occurs in response to unforeseen circumstances. There are occasions when restrictive physical intervention (RPI) is unavoidable in response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Planned Intervention: in which staff may employ a reactive physical intervention where necessary using pre-arranged physical skills detailed in a support plan and based upon a risk assessment. This will always be accompanied by alternative behavioural approaches aimed and supporting the development of socially valid behaviour.

It is important to highlight that a level of risk is associated with any form of physical intervention, for this reason it should be avoided. High levels of risk are associated with:

- Mechanical restraint (this policy does not address this and it will not be supported within the Education Department)
- Taking a pupil to the floor or holding them on the floor:
  - ➢ Restricting breathing
  - ➢ Bending, flexing or holding over the joints
  - ➢ Pressure on the neck, chest abdomen or groin area

Employees will only employ physical intervention techniques in which they have received training from MAYBO trainers.

A restriction of personal freedom is also a physical intervention. It is illegal to lock a pupil in a room or to prevent them from leaving a building except in very extreme circumstances of high risk that were unforeseen.

5.4.   School Requirements

All schools must have a policy on the use of RPI.

The RPI policy should be part of a wider behaviour policy which outlines a pro-active approach to promoting positive behaviour.

The school's Behaviour Policy should outline the approaches and procedures which will minimise the likelihood of needing to use RPI.

If RPI is used as a part of a planned response for a pupil, the plan should be informed by a risk assessment which is carried out using the recommended format.

The plan to use RPI should be recorded in a Positive Handling Plan (**Appendix 3**).

Schools must record any incidents of RPI using the recommended format (**Appendix 4**). This form must be forwarded to the Head of the Social, Emotional and Mental Health Inclusion Team (SEMHIT).

Schools must notify parents of any incident involving physical intervention.

Schools should have procedures in place for supporting pupils and staff who are involved in an incident requiring RPI.

Schools should hold an annual staff training event to remind all school staff of:
- Preventative measures including MAYBO conflict resolution
- Their responsibilities with regard to RPI;
- de-escalation techniques;
- risk assessments for planned and emergency RPI.

Schools should ensure that staff are trained in accredited MAYBO Conflict Resolution and when a Handling Plan is needed, that all named staff are trained in MAYBO accredited RPI techniques.

The Social Emotional and Mental Health Inclusion Team will monitor the use of, and training on, physical intervention across all schools. This information will be reported in the annual statistics gathered by this team.

Head teachers will be responsible for ensuring that all staff who are at risk receive accredited MAYBO RPI training appropriate to the level of risk and that this training is updated within 12 months. Employees will not informally share techniques nor will they engage in adapting techniques in any way following training.

Once trained, staff will be responsible for maintaining the level of skills acquired within training and ensuring the skills are updated as appropriate. When deciding to use physical interventions employees will ensure they are:
- Appropriate given the level of risk and given the age, gender and size of the pupil;
- Not used in a punitive manner or imply pain or psychological harm;
- Used in conjunction with appropriate conversation and interaction;
- Used for the minimum possible period of time;
- Enabling the pupil to take control of the situation and decrease their arousal;
- Used in conjunction with appropriate reconciliation opportunities;
- Legally defensible.

5.5.   Support available to Schools
The Social Emotional and Mental Health Inclusion Team is able to provide advice, support and training for staff on various aspects of behaviour, including:
- Positive Behaviour Support and writing a Consistent Management/Behaviour Plan;
- Managing Challenging Behaviour;
- Conflict Resolution;
- De-escalation Techniques;
- School's responsibilities with regard to RPI;
- Restorative practice.

5.6.   Guidance to schools on the use of Restricted Physical Intervention (RPI)
What is RPI?
The term 'RPI' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force used either to control or restrain can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. No more force than is needed should be used.

As mentioned above, it is sometimes unavoidable for schools to use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury. It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

Who might use Restrictive Physical Intervention?
All staff might use restrictive physical intervention to maintain safety in an emergency whilst being aware of the principles of Jersey Law (see section 5).

Planned versus emergency (unplanned) Restrictive Physical Intervention:
It is important to distinguish between the use of restrictive physical intervention in planned circumstances compared to an unplanned, emergency situation.

In an unexpected, emergency situation, the member of staff must make an immediate mental assessment of risk and act accordingly to maintain the safety of all involved.

The procedures outlined above for recording the incident, informing parents, support for those involved and future risk assessment should all be followed. School staff will not be expected to act in a way which puts themselves at risk of injury.

It will be helpful for staff if unplanned incidents are considered in the school's annual staff training event on RPI.

5.7.   Planned Restrictive Physical Intervention
When pupils present particularly challenging behaviour it is helpful to generate a Consistent Management or Behaviour Plan which outlines:
- Communicative function of the behaviour;
- The environmental changes to be made;
- New skills to be taught;
- How these will be reinforced;
- Reactive strategies;
- If the pupil's behaviour presents a significant risk, RPI may be identified as one of the reactive strategies.

5.8.   Risk assessment
When it is likely that a pupil's behaviour may necessitate the use of RPI as one of the reactive strategies a risk assessment MUST be carried out (see **Appendix 2**).

5.9. Positive Handling Plan

When the Consistent Management or Behaviour Plan and risk assessment indicated the likely need for school staff to hold or restrain a child to prevent an injury, the school should record this in a Positive Handling Plan (**Appendix 3**).

The information in the risk assessments will help to inform this plan which will outline:

- Who has been consulted about the plan;
- The type of physical intervention to be used;
- Which adults are authorised to use this intervention;
- Parental consent for the plan;
- Head teacher authorisation for the plan.

The recommended format for a Positive Handling Plan is included in **Appendix 3**. A pictorial copy of the Handling Plan will also be provided by the SEMHIT.

5.10. Reporting and Recording

Recording the use of Restrictive Physical Intervention

When restrictive physical intervention has been used, whether in a planned or unplanned way, schools should record this within 24 hours using the format in Appendix 4. It is necessary to report the use of RPI when using 'escorting' and 'holding' techniques. It is not necessary to report incidents where 'guiding' and 'disengagement' techniques have been used.

This report includes a summary of the post incident support. A copy of this report should be sent to SEMHIT.

5.11. Informing parents

Parents should always be informed of any incident involving physical intervention. Parents should be included in any review of a pupil's Individual Learning Plan which takes place as a result of an incident of RPI.

5.12. Post incident support

Post Incident Management, De-brief and Reconciliation

Following any incident in which a pupil's behaviour has been challenging it will be appropriate to follow a process of post incident management. Where verbal or physical aggression has occurred or been threatened it may be appropriate to follow de-brief and reconciliation procedures, such as Restorative Practice.

Post incident management will ensure that any potential or existing risk is reduced, it will ensure that all relevant people are informed of the incident and will encourage appropriate recording of the incident. It may be ongoing and reflective informing future practice.

The head teacher will be responsible for ensuring that de-brief is offered to staff, pupils and other people affected by an incident. This will be followed up although it may not be recorded.

Reconciliation will be offered to pupils and staff who are involved in incidents; a member of SEMHIT will facilitate it independently or another professional not directly involved in the incident and allows reparation of the relationship. It may also be offered to two or more pupils who have become engaged in inappropriate or personalised dialogue or behaviour.

5.13.   Training on Restrictive Physical Intervention

Training on RPI must always be carried out in the context of an overarching approach to promoting positive behaviour in school in line with the Education Department's behaviour policies.

Schools need to train all staff in MAYBO accredited conflict resolution every 24 months.
Staff who have received training in MAYBO RPI safer handling techniques will need to be retrained every 12 months. It is good practice to review handling plans on a monthly basis with SEMHIT to assess whether they need updating or are no longer required.

5.14.   Monitoring the use of Restrictive Physical Intervention

The use of RPI within a school should be monitored by the Senior Leadership Team of the school. Parents and pupils should be involved in such a review. It would be good practice to involve the link SEMHIT member / Educational Psychologist for the school in this review.

5.15.   Concerns and complaints

If staff follow the RPI Policy, fully involve parents in planning for pupils with challenging behaviour and always inform parents of any incident which has required RPI, then complaints should be avoided.

However, when a parent makes a complaint about the use of force by a member of the school staff, it must be taken seriously and addressed by the head teacher, either under the Education Department's disciplinary procedures or procedures for allegations against staff.

States
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CONSISTENT MANAGEMENT/BEHAVIOUR PLAN	
Name: **Date:** **Review date:** **Plan Number:**	
Behaviour(s) of concern	1 2 3
What is (are) the function of these behaviours?	1 2 3
Who might be affected by these behaviours?	
When are these behaviours most likely to happen?	
Baseline Behaviours When the student is calm the behaviours that will be observed are:	What are the Positive Reinforcement Strategies (related to Baseline Behaviours)
Triggers stimuli which may cause increase in anxiety are:	What are the Primary Preventative Strategies (related to Triggers)
Rumbling Stage Behaviours When the student is beginning to become unsettled the behaviours to look out for are:	What are the Secondary Preventative Strategies (related to Rumbling stage behaviours)

Crisis Stage Behaviours When the student has reached crisis point the behaviours that will be observed are:	What are the Reactive Strategies (related to crisis stage behaviours)?
Recovery Stage Behaviours When the student is calming down behaviours to be aware of are:	What are the Support Strategies (related to recovery stage behaviours)?
Post Crisis Depression Stage Behaviours Once the student is calm they may dip into a period of depression, behaviours to be aware of are:	What are the Support Strategies (related to post crisis depression stage behaviours)?

Staff contact details:

Date of next meeting:

Appendix 2

ASSESSMENT OF RISK FROM OTHERS:

Model Policy

Principles

(Name of school) believes that:

- Each child has the right to be educated with their peers in a safe and secure environment where each child's moral, intellectual, personal, social and emotional development is promoted.
- Parents and carers are informed and reassured that their children are being educated in a safe, caring and respectful atmosphere.
- All staff have the right to work in a safe and secure environment.

These principles underpin our school ethos and culture.

Purposes

The following purposes underpin (school name) policy and practices to:

- create a learning environment in which young people and adults feel safe;
- protect every person in the school community from harm.

Links to Policies

- consider which school Policies this may link to - e.g. links to overall pastoral policies and dovetails into the school's existing behaviour policy, anti-bullying policy, child protection policy, special needs policy, health and safety policy and complaints policy.

  It also takes account of the staff development and welfare policy, teaching, learning and assessment policy and curricular policies

Risk Assessment of Pupils Experiencing Social, Emotional and/or Mental Health Difficulties

Pupils with social, emotional and mental health difficulties are significantly more vulnerable, fearful and impulsive than their peers. They need to feel safe. To minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, schools should carry out a risk assessment from two perspectives:

- social, emotional and environmental risk assessment: and
- individual risk assessment.

Risk Reduction

Risk reduction should include:

- proactive measures to support the child effectively and prevent difficulties emerging;
- early interventions to help the child in difficult situations and avert problems; and;
- planned measures to manage the child and others safely, when unavoidable difficulties arise.

Social, Emotional and Environmental Risk Assessment

- Identify situations or locations where there is increased risks of incidents happening
- Analysis of past incidents to identify medium to high risk locations
- Consult staff and pupils (see Appendix I)
- Decide the appropriate type and level of intervention
- Plan the implementation of intervention
- Implement intervention plan
- Review plan

Individual Risk Assessment

Where a school is aware that a pupil's behaviour is likely to be experienced as a risk the school should plan its response by:

- consulting the pupil;
- consulting the parents;
- briefing staff - on the pupils needs and planning and providing for the needs

- managing the pupil – e.g. reactive strategies to de-escalate a conflict (creating containing environments through the use of appropriate interventions)
- planning for difficult situations
- implement plan
- review Plan

Checklist of key points:

1. Draw up written agreements and protocols.

2. Obtain detailed written information on children and young people.

3. Draw up a behaviour management plan which promotes emotional health and well-being.

4. Ensure that the child or young person's methods of communication are understood and recorded.

5. Obtain written consent from parents to the behaviour management plan and the child or young person's communication picture.

6. Provide accredited training to all staff and carers who will be involved in managing behaviour.

7. Allow adequate time for introductory processes.

8. Ensure that there is consistency in the management of the child or young person's behaviour.

9. Ensure systems are in place for staff and carers to record incidents.

10. Review, monitor and record behaviour management through clear and accessible review and monitoring procedures.

[Taken from The Dignity of Risk: National Children's Bureau and Council for Disabled Children 2004]

Background

Pupil name: **School:**   **Year group:**

Evidence of need:

Involvement of family

Other agencies: Assessments, interventions and reviews of progress and need (with dates)

Does the pupil have other difficulties: - Evidence/Assessment date.

   (a) Language and communication (0 = little impact, 10 = strong impact)

1	2	3	4	5	6	7	8	9	10

   (b) Learning difficulties (0 = little impact, 10 = strong impact)

1	2	3	4	5	6	7	8	9	10

   (c) ADHD (0 = little impact, 10 = strong impact)

1	2	3	4	5	6	7	8	9	10

   (d) Other – specify (0 = little impact, 10 = strong impact)

1	2	3	4	5	6	7	8	9	10

Context

Social, emotional and environmental factors

1. Have strategies to support this pupil been identified? ☐ Yes ☐ No

Please list strategy	Implemented by who
(a)	
(b)	
(c)	
(d)	

2. Have these strategies been implemented and how would you rate their success?

By whom	Strategy	Implemented										Success									
		Rarely			-					Often		None			-					Effective	
	(a)	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
	(b)	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
	(c)	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
	(d)	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Other comments:

Relationships with significant adults

Pupils with SEMH needs have difficulty with attachments to others

Looking for patterns and "safe" strategies

Which adults does the child respond to when calm?

Are these adults in the same room/near the teaching room?

Which adults does the child respond to when beginning to get distressed?
Proximity to child?

Can any of the above adults, or others in the school community (including peers) divert and reassure this pupil as they become distressed (diminishing their fears)?

Name of person	Role	Rating of success (0 = very occasional 10 – regular success)									
		1	2	3	4	5	6	7	8	9	10
		1	2	3	4	5	6	7	8	9	10
		1	2	3	4	5	6	7	8	9	10
		1	2	3	4	5	6	7	8	9	10

Promoting secure learning opportunities

List places, activities, people the pupil is with when they are most safe, most unsafe.

To achieve this list:

	unsafe ⟷ safe
Places	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
Activities	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10
	1 2 3 4 5 6 7 8 9 10

Which of these lead to most predictable behaviours?

Which activities and places are most helpful to the child when they are distressed?

Plan of provision to decrease risk

Can the child's needs now be more accurately described? Please expand:

What promotes the development and progression of this pupil?

Plan for practice to now reduce risks:

School Policies to support implementation

Specific guidance to staff for de-escalation –

Please attach + evidence
- **notifying identified staff (verbally/in writing)**
- **and staff willingness/agreement to trial strategies.**

Review and feedback/monitoring arrangements (weekly in the first instance).

How easy is it to provide this context?

daily	
for a lesson	
long term	

Restrictive interventions

If the school staff believe that the adults are at risk of undertaking Physical Intervention, then please immediately consult the Education Department Policy for Schools for Positive Behaviour Support and Restrictive Physical Interventions.

Appendix 3

Physical Intervention
Personal Handling Plan (PHP)

Pupil Name: Date:

People involved in developing this plan (must include parents/carers):
Why does the child or young person require a Personal Handling Plan?

Details of the strategies that:
Create the most appropriate environment for this pupil making it less likely that physical intervention would be required.
May de-escalate a situation.

Detail the hold or holds that would be used (if there were a need to hold the pupil firmly to prevent harm to themselves or others).

Details the persons who are authorised by the Head teacher to hold the pupil if necessary.

Name: Name:
Name: Name:
Name: Name:
Name: Name:
Name: Name:

I, the parent/carer of _____ have discussed this positive handling plan and agree to _____ being held safely if their staff assess that there is no alternative for his/her own safety or the safety of others.

Signed: Date:

On behalf of the staff of _____ school, I undertake to ensure that we inform the parents/carers of _____ on each occasion that we have to hold safely.

Signed: Date:
(Head Teacher)

Date of review of plan: _____

Appendix 4

Report of Incident of Physical Intervention (PI)

1. Background information

School:
Date of incident: **Time of incident:**
Pupil involved: **DoB:**   **Year:**
Staff involved:
Pupil witnesses:

2. Circumstances leading to the incident where physical intervention was used

Provide details/ circumstances leading up to the incident:
Describe attempts to de-escalate the situation and avoid use of physical intervention:

3. Reason for use of physical intervention

Was the pupil/staff concerned at risk of injury?	**Yes/No**
Were other children liable to injury?	**Yes/No**
Was property about to be damaged?	**Yes/No**
Was the child trying to run away?	**Yes/No**
Was good order/discipline being compromised?	**Yes/No**
Other (please provide details)	

Was physical intervention used as part of a planned intervention?
Yes/No

If Yes please attach the Positive Handling Plan.

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4. Type of physical intervention used

Provide details of the type of physical intervention used, by whom and the approximate length of time a pupil was held (as appropriate):

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5. Pupil behaviour following the use of physical intervention

Describe pupil's behaviour from the point when the hold was released until either supervision was handed over to someone else, or normal activities were resumed:

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6. Details of any injuries (include details of medical attention/ access to first aider/ reference in first aid book):

Provide details of any injuries to the pupil:

Provide details of any injuries to staff:

Print name…………………………………………
Signed……………………………………………
Date: ……………………….. Position in school…………

7. Follow-up Action

a. Parents notified of incident:

Date: **Time:**

By whom:

b. Post incident support for pupil:

Date:

By whom:

c. Post incident support offered for staff:

Date:

By whom:

8. Head teacher's overview of incident

- **Could other preventative measures have been used?**
  Yes or No

- **Were reactive strategies effective?**
  Yes or No

- **Is the Risk assessment valid?**
  Yes or No

- **Should the plan be adapted?**
  Yes or No

Print name………………………………………………………….
Signed…………………………………………………………………
Date: ………………………………………………………………….
Position (if not Headteacher)………………………………………..

A copy of this report should be sent (paper or electronic) to: SEMHIT Administration (semhit@gov.je) or posted to: SEMHIT Administration, D'Hautree House, St Saviour's Hill, St Saviour, JE2 7LF

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	October 2015	Head of Inclusion and Family Support	First version
0.2	April 2016	Director, Inclusion and Family Support	Updated to reflect new Department name and job titles.
0.3	June 2016	Director, Inclusion and Family Support	Updated to reflect change of recipient for completed PI reports
0.4	May 2017	Director, Inclusion and Family Support	References to service areas within Education updated to reflect new titles, various updates to the Appendices.
0.5	September 2017	Director, Inclusion and Early Intervention	Reference removed from Section 3's list of related policies and guidance documents.
0.6	October 2017	Director, Inclusion and Early Intervention	Updated information concerning frequency of MAYBO training for staff and changes to references to MAYBO accredited training in line with current practice.

APPROVAL

Presented To	Approved by:	Date
Secondary Head Teachers		
Primary Head Teachers		
Police / Honorary Police		
Senior Management Team		October 2015
ESC Minister		

ADDITIONAL INFORMATION

Planned review date:	Distribution:	
Associated policies	Name	Reference