



Behaviour, Discipline and Positive Handling Policy

Policy Version Control

Version history see Annex A errata for details

Version No.	Policy Author	Date Updated	Review Date
1	G Mellefont	01.02 2017	February 2018

Approval: A Godfrey (Chair of Board)

 (signed) **Date authorised:** 16.02.2017

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Behaviour Policy

Introduction

- The school policy for behaviour reflects the consensus of opinion of all staff and has the full agreement of the governors. Pupils voice is also represented within this policy as their input and reflections on disciplinary actions and rewards were sought through school council meetings and the five 'Handy Rules'.
- The implementation of this policy is the responsibility of all staff
- Monitoring the implementation of this policy rests with the senior management team.

The Nature of Behaviour

- For effective teaching and learning to take place, school needs to provide an appropriate atmosphere. Positive attitudes and shared values, and the impact they have on the behaviour of children, all play a significant part in achieving this.
- The issue of behaviour in school should not be seen in isolation. It is an aspect of the school's approach to teaching and learning and is also related to the school's policies in respect to bullying, an aspect of behaviour, equal opportunities, child protection and personal and social education.
- The behaviour policy is an integral part of the school's ethos.
- Further reflections on the nature of behaviour and ideas to promote good behaviour and positive values are given in a series of appendices at the end of this policy.

Aims

- The purpose of the behaviour policy is to support the aims of the school and to ensure that the conduct of all members of the school community is consistent with the values of the school.
- The school's curriculum aims are the starting point for this behaviour policy.
- The school's policy in respect to behaviour aims to:-
 - " encourage a calm, positive and purposeful atmosphere where teaching and learning can take place effectively.
 - " ensure that children and adults feel safe and secure in school.
 - " encourage increasing independence and self -discipline so that each child learns to accept responsibility for his/her own behaviour.
 - " encourage a caring attitude, respect and tolerance for others.
 - " help children develop a sense of self- worth.
 - " encourage a caring atmosphere in school.
 - " encourage respect for property and the school environment.
 - " encourage honesty and an understanding in the children of right and wrong.
 - " develop a shared set of values.
 - " develop in the children a pride in themselves and a pride in their school
- In developing a behaviour policy we aim to:
 - " have a consistent and fair approach to behaviour throughout the school
 - " set clear boundaries for acceptable behaviour
 - " involve children and parents as well as school staff and governors
 - " adopt an approach which emphasises the positive rather than the negative
 - " adopt an approach which labels the behaviour and not the child
 - " develop a relationship between staff and children so that they can work to common goals
 - "involve parents whenever possible in matters involving behaviour

Entitlement

The children and staff are entitled to:

- feel and be safe in school whenever possible
- work without being interrupted or disturbed by negative behaviour
- respect for all
- work in a context in which school and personal property is respected
- be treated fairly
- work in an environment which is clean, tidy, well maintained and resourced, which reflects the high standards which they aim for and which shows they are valued

Implementation

- Our behaviour policy is based on valuing positive behaviour and attitudes in all pupils.
- Positive behaviour should be seen to be encouraged and rewarded.
- Good teaching should involve the enhancement of self-esteem for all children.
- The School's commitment to equal opportunities is vital in the area of behaviour. Staff should not have, or accept, different expectations of behaviour from boys as opposed to girls, from children of different ability or from children of different ethnic/cultural backgrounds. However, due note should be taken of mental health issues or medical issues.
- Rewards and sanctions will follow an agreed pattern in order to achieve fairness and consistency throughout the school.
- The procedures will be followed by all members of staff, including supply, students and voluntary helpers. This means that it is vital that all staff are inducted into the policy and fully understand how it works.

OUR FIVE RULES

Pupil's voice will refer to these as 'FIVE HANDY RULES' which will be placed around the Academy.

- 1. WE ARE KIND with our words and actions**
 - 2. WE ARE GOOD LISTENERS and follow instructions**
 - 3. WE ARE HONEST and tell the truth**
 - 4. WE ARE HARD WORKERS and always try our best in everything we do**
 - 5. WE ARE THINKERS and think before we act to keep ourselves and others safe**
- The rules will set out the expected mode of behaviour in positive statements do's, not don'ts.
 - The rules will be displayed in each classroom, so that they can be referred to when needed.
 - There will be a school set displayed in foyer.
 - Each class will allocate a period of reward time at the end of each week. North View will call this CHOICE TIME
 - All children will be entitled to enjoy this, provided they have not been sanctioned by a loss of part of their time, by failing to follow the five handy rules.
 - CHOICE TIME should be a period of structured free choice. The activities available will promote social, physical and mental well-being.
 - It is important that, if CHOICE TIME is to maintain its power to motivate children towards good behaviour, it must be attractive and periodically refreshed to sustain its appeal.
 - In classes, good behaviour will be rewarded using Class Chart
 - The home/school diary will record good behaviour and special success
 - The " Good Book" read at the Friday assembly will allow special mention to be celebrated and applauded and 'Star of the Week' identified per class

Rewards

Some of the rewards listed below will be used.

- Praise points
- Stickers / certificates
- Point systems / class charts
- Award assemblies – good book
- Positive communication with parents or carers through praise letters / postcards being sent home
- Virtual shop
- Choice Time
- Bronze / Silver / Gold / Prize Awards for praise points and attendance

SANCTIONS

The Behaviour for Learning Ladder

Children who do not behave appropriately can and will be given 'time out' to retain their composure and discussion with staff and use of calming walks and areas can be used in this instance. A graduated response for behaviour for learning in respect of sanctions will be followed.

Behaviour for learning Ladder of response

- S1- The first obvious sanctions are the stern look and the 'quiet' word. If these do not lead to appropriate behaviour the school has a structure of formal sanctions.
- S2 - Warning given verbally and no points awarded- Low level disruption, name calling, off task , no diary or homework
- S3 - Loss of pupils own time, break lunch or choice time reduced- Low level disruption after S2, lack of any effort and refusal to work, leaving the classroom, foul language, failing to follow staff instruction.

At playtime and lunchtime, children who misbehave may be given time out, as an immediate punishment. Those children will be required to have time on the wall or remain with a staff member. This can also be dependent on the individual pupil and staff can return indoors to a quiet area, group room or calm space'. This can be for allotted minutes or all break dependent on the behaviour which had deemed the consequences necessary or remain indoors with staff Staff may also address poor behaviour by keeping children in at playtime and lunchtime, subject to the following:

"Children can be kept in for longer than 15 minutes at playtime and 30 minutes at lunchtime.

"The responsibility for supervising children who are kept in belongs to the member of staff who took the action.)

- S4 - time out and calm areas- parental contact, telephone and diary entries following S3
- S5 - internal exclusion or relocation- continued disruption, failure to comply to staff requests, fighting with other pupil, disrespectful to staff and foul language, bullying, racist/homophobic or discriminatory language
- S6 - Detention – 24 hrs notice agreed with parent/ carer- for continued and consistent disruption, refusal to work, attempting to abscond and further foul language, targeting other pupils
- S7 and 8 Fixed and permanent exclusion- Decisions made by Headteacher or Deputy in relation to the seriousness of the offence or behaviour record of the individual pupil. This includes assaults on pupil and staff, criminal damage, false use of Fire Alarms, theft, persistent bullying and consistent disruption of learning for all other pupils.
- There is a behaviour incident report sheet, which should be used to record incidents of poor behaviour. When completed, these should be passed to the headteacher as part of the record keeping process. All incidents are recorded within CPOMS.

NB Some offences may lead to information being required to pass to other relevant agencies i.e. Local Authority, LADO, Police, Health and social Care

BEHAVIOUR WHICH GOES BEYOND THE HANDY RULES

- Children who do not respond to the Rules procedures and consistently cause disruption may need an individual behaviour programme/plan. This will be set up by the class teacher. The headteacher/SLT and the child's parents and relevant multi-agencies should also be involved.
- Any child whose behaviour is of real concern should be brought to the notice of the headteacher so that an action plan, including parents, can be worked out and appropriate agencies sought for advice , guidance and actions.

BULLYING

- Bullying is a repeated attack by an individual or group which might involve physical violence, threats, unkindness or intimidation. It is important to distinguish this from a one off incident where all the children involved somehow contributed to the incident.
- The question of bullying will be considered proactively in circle time.

- By its nature, bullying is secretive and takes place outside the knowledge of staff. It is important that pupils are made aware that they should inform staff if bullying is taking place and should be made comfortable when they do so.
- Bullying is a serious matter for the victim who can be significantly affected. It is the responsibility of the School to be vigilant and, when bullying is identified, to act effectively.
- Bullying is often brought to the School's attention by parents. Sometimes an investigation reveals that the alleged victim is not being bullied as described above, but there is a limited or mutual conflict taking place between those involved. However, all incidents of alleged bullying will be taken seriously, investigated and appropriate action taken.
- The school will maintain links with Childline, inviting them to school assemblies and distributing Childline cards to pupils.

LUNCHTIME

- LSA's are encouraged to give praise for positive behaviour as well as reporting any breaking of the Handy Rules. The warnings should always be linked to a breaking of the Handy Rules so that the children are very clear about what the warning is for and the graduated response of the behaviour ladder will be in use.
- Each LSA can at any time request the attendance of the class teacher to help resolve a problem or incident.
- When the children leave the class before lunch, and return after lunch, it is very important that there should be a hand-over time when the children see the LSA has the teacher's respect and assumes equal authority for the children's behaviour.
- LSA's should also use the sanction of a brief time out and discussion as an immediate response to inappropriate actions and choices made by pupils.

THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS -POSITIVE HANDLING

This Policy should be read in conjunction with:

- DfE Guidance including: Guidance on the use of physical restrictive physical interventions for staff working with children who exhibit extreme behavior in association with learning disabilities and/or Autistic Spectrum Disorders July 2002; Use of reasonable force , DFE 2013; Section 93 of the Education and Inspections Act 2006
- SSCB Guidance Policy on Care and Control, Safeguarding, Moving and Handling, Health and Safety, Medical Policy and Plans
- North View academy, H&S and Safeguarding Policies 2016
- Recording and Reporting arrangements form Accident and Injuries and Risk Assessment

Introduction

This policy should be read in conjunction with this whole school behaviour policy. At the Academy we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. However the following points should be noted.

All of our pupils have their information given to the Academy prior to starting due to the nature of their behaviour and SEN. This will have been completed by the host schools the pupil has arrived from. All staff are made aware of this information on point of entry. As part of the admissions/induction visit to the school parents/carers and pupils are made aware of the occasions where physical intervention maybe necessary so everyone is aware of their responsibilities and the Academy retains the right to use force without parental consent. All staff use a range of de-escalation strategies as a preventative measure to physical intervention. Physical intervention will be used as **alast resort**.

Force is used either to control or restrain. This can range from guiding a pupil to safety by the arm to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable adjustments will be made for children with disabilities and children with SEN.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more

extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

All Academy staff have access to training in de-escalation and Team Teach techniques which have been risk assessed and are subject to ongoing review. Whilst some physical injury potential can be reduced, there always remains some risk that injury may occur when two or more people engage and force is used to protect, release or restrain.

It is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Colleagues should be aware that the use of force cannot be used as a punishment. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The Headteacher authorises all school staff to use reasonable force provided staff have made the judgement that they are acting in the pupil's best interests and it is reasonable and proportionate.

'Reasonable in the circumstances' means using no more force than is needed.

Reasonable force can be used in the following circumstances:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a learner behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a learner leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- Restrain a pupil at risk of harming or hurting themselves.
- Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

Other forms of appropriate physical contact:

It is not illegal to touch a pupil. There are occasions when physical contact other than reasonable force, with a pupil is proper and necessary. For example:

- Holding the hand of a child where appropriate or to guide away from an area
- Comforting a distressed pupil or to aid reduction of further anxiety
- When a pupil is being congratulated or praised;
- To demonstrate a technique e.g. how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To administer first aid.

In addition, reasonable force can be used to conduct searches for the following prohibited items.

- Knives and weapons
- Alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

These circumstances are likely to cause resistance and a more appropriate action may be to contact the police.

All incidents during which restraint is used must be recorded as soon as possible on the school recording system. The information recorded should be brief but factual.

When deciding what amounts to a serious incident, staff should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident to themselves, others and the immediate area.
- the degree of force used

- the effect on the pupil or member of staff
- the child's age

The following information (as a minimum) should be detailed, together with statements of witnesses:

- name of pupils involved;
- the time of the incident;
- the place where the incident occurred and all of the de-escalation techniques applied by the adults involved prior to any physical intervention

Where the incident has been prolonged or where considerable force has been used the following details should also be recorded:

- names of all witnesses, pupils and adults;
- signed witness statements;
- a description of the way in which the incident developed; including de-escalation techniques
- the pupil's response;
- the reason for force being used;
- Details of the outcomes of the incident including injuries and damage.

Pupils should be given the opportunity to debrief after each and **every** incident at an appropriate time. This time consideration will vary from individual to individual. The aim of this over time will be to increase the pupil's emotional awareness and lead to them being more able to identify causes of anxiety **before** there is an incident, therefore enabling them to choose a calming strategy or enabling staff to remove the anxiety for them if at all possible.

Staff involved in the main part of the incident should be given time to reflect on the incident in a calm atmosphere. They may also like to discuss the incident with a senior member of staff or team teach colleague/tutor. All staff should have the opportunity to suggest alternative strategies that may be considered in future incidents and consideration should also be given to a bespoke positive handling plan for that student.

All incidents of physical intervention will be reported to parents/carers via letter and/or telephone call home. In the event that the school feel that passing the information onto parents might lead to more harm to the pupil concerned the school will follow local/school safeguarding procedures.

Good practice

Recommended review and monitoring practice

Following the detailed recording of a serious incident, good practice dictates that the Headteacher, deputy Head teacher or senior member of staff should:

- read all accounts of the incident and verify this with staff in attendance and that all incidents are recorded in CPOMS and the incident report is linked to the CPOMS by the Network manager (G Kershaw)
- Staff discuss the incident with the pupil or pupils who were directly involved. Record this debrief and pupils voice within the incident report and Bound Book entry
- staff ensure that parents/carers or other persons with parental responsibility (such as social workers) have been informed of all relevant facts;
- HT and senior staff ensure that the Chair of the Board of Governors have had the incident drawn to their attention through consistent reporting, analysis and future actions with multi-agencies where necessary
- ensure that all concerned are aware of their rights of complaint;
- Review school policies and consider if they sense the best interest of all parties and whether alternative policies or change to the existing policy need to be considered.

Allegations against staff

Allegations will always be taken seriously, and we will ensure that allegations are dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

Complaints procedures

After an incident in a school, there is always the possibility of formal complaint. A number of persons might feel aggrieved by the incident, whether they be pupils, parents/carers, teachers, other employees, or even visitors to the school and members of the public. Any of these persons can lodge a complaint and expect it to be investigated diligently and fairly. Please refer to the Link School complaints policy for further information/details.

Points all staff should know from this Policy:

- We acknowledge that there are times when appropriate physical contact is required.
 - The best way of managing learners' behaviour is through skilled de-escalation interventions.
 - In managing learners' behaviour, physical intervention should be a last resort.
 - Reasonable force may be used if acting in the learners' best interest.
-
- Legislation allows teaching staff and 'other persons' authorised by the headteacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing any of the following:
 - " committing a criminal offence
 - " injuring themselves or attempting to harm others
 - " causing damage to property, including the pupil's own property
 - " engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
 - The provision applies when a teacher, or other authorised person, is on the school premises, and when he/she has charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.
 - At North View, 'other persons' authorised by the headteacher to have charge of pupils include:
 - "LSA's, mid-day supervisors and supervisory assistants on the staff of the school."It is the responsibility of the student mentor to ensure that students on teaching practice are aware of and understand their rights and responsibilities in this area.
 - It is the responsibility of the volunteer organiser to ensure that volunteers are aware of and understand their rights and responsibilities in this area.
 - It is the responsibility of class teachers to ensure that students on teaching practice and voluntary helpers working with pupils conduct their relationships with pupils in a manner consistent with this policy. Any problems in this area should immediately be brought to the attention of the key stage leader or headteacher.
 - It should be understood that there are circumstances where it is reasonable for someone to use force.
 - " everyone has the right to use proportionate force to defend themselves
 - " in an emergency, if a pupil is at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.
 - There is no legal definition of 'reasonable force', but the following are relevant considerations:
 - " the use of force can only be regarded as 'reasonable' if the particular circumstances warrant it.
 - " the use of force must always be 'proportionate' to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.
 - " Whether it is reasonable to use force and the degree of force to use might depend on the age, understanding and sex of the pupil.
 - Before using any force, other ways of halting the undesirable behaviour should be tried, if there is an opportunity to do so.

- Physical intervention can take several forms:
 - " physically getting between pupils
 - " blocking a pupil's path
 - " holding
 - " pushing or pulling
 - " leading a pupil by the hand or arm
 - " shepherding a pupil away by placing a hand in the centre of the back
 - " in extreme circumstances, using more restrictive hold
 - " Team teach restraint holds practiced only by trained staff
- In all circumstances, staff should not act in a way that might cause injuries:
 - " hold a pupil around the neck, or collar, or in any other way which might restrict a pupil's ability to breathe
 - " slap, punch or kick a pupil
 - " twist or force limbs against a joint
 - " trip a pupil up, hold or pull a pupil by the hair or an ear
- Corporal punishment is not allowed. Any degree of force which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation is forbidden.
- Staff should always avoid touching or holding a pupil in a way that might be considered indecent.
- In the event of any member of staff finding it necessary to use an unusual or significant degree of force, a report will immediately be submitted to the headteacher incorporating the following:
 - " the names of those involved, when and where it happened
 - " the names of any other staff or pupils who witnessed the incident
 - " the reason why force was necessary
 - " how the incident began and progressed, including the pupils' behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long
 - " the pupil's response and the outcome of the incident
 - " details of any injured by the pupil, another pupil, a member of staff and of any damage to property.
 - " violence at work forms may need to be completed
- Staff should keep a copy of this report and may find it helpful to seek advice from a senior colleague or representative of their professional association when compiling it.
- In the event of the headteacher being involved in an incident involving the significant use of force, a similar report will be written and the chair of governors advised.
- Incidents involving the significant use of force will be reported to parents by the headteacher or deputy head in his/her absence, who will use his/her discretion on the timing and nature of that report.

EXCLUSION

- It is hoped that, within the framework of this policy, behaviour problems would be resolved at an early stage. However the headteacher will, in the event of serious breaches of school policy, use his/her right to exclude pupils in accordance with LEA and DfEE guidance.
- A fixed-term exclusion is a significant sanction, only to be used in respect to serious cases of misbehaviour. A decision to exclude for a fixed-term will often relate to a pattern of serious misbehaviour which staff have tried to counter in a number of ways. However an isolated but serious incident of misbehaviour may result in exclusion.
- Permanent exclusions are seen as a last resort, but a child will be excluded if all other reasonable measures have been taken and/or their continued presence in school would be seriously detrimental to the education or welfare of the pupil or others.
- Every effort will be made to enlist the support of parents to avoid the need to exclude.

DETENTION

- The School reserves the right, at the discretion of the headteacher, to take advantage of the statutory powers to detain children after school time giving parents adequate prior warning i.e. 24 hours notice or agreement via telephone and home school diary.

PARENTAL/ CARER INVOLVEMENT

- The School is committed to the concept that education is a partnership between school and home. In the case of a pattern of repeated misbehaviour or serious misbehaviour, parents are entitled to be made aware of what is happening. It is also reasonable to expect their support and co-operation to put an end to the misbehaviour. Indeed, in some cases, without parental involvement we will not be able to achieve our goals in relation to consequences and rewards for behaviours in school.
- When a child's behaviour is such that we feel parents should be involved, the process will start with the class teachers working with parents and only if the situation is not resolved, or patterns of behaviour are consistently repeated then the formulation of a behaviour support plan will be needed and involvement of the parents pupil and other agencies will be the next phase. This plan needs to address triggers, responses, strategies and outcomes which are agreed and monitored in order for the behaviours to reduce and change.

Background Documentation

- This policy was compiled with reference to Circular 10/94 Exclusions from School, Circular 10/98 Section 550A of the Education Act 1996: The Use of force to Control or Restrain Pupils, recent advice from the LEA and DfEE

Education Act 1996

Education and Inspections Act 2006.

Behaviour and Discipline inclusive of use of reasonable force in schools- Sept 2012

Use of Reasonable Force - Advice for head teachers, staff and governing bodies DFE July 2015

Other departmental advice and guidance you may be interested in

- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies.](#)
- [Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#)

Associated resources (external links)

- [Police and Criminal Evidence Act 1984 \(PACE\) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers](#)

Appendix 2

POSITIVE HANDLING PLAN

GUIDANCE NOTES

NAME:

CLASS:

YEAR:

REVIEW DATE:

ADDITIONAL INFORMATION:

eg Medical Data: known medication/Asthma/Nose bleeds etc

This information is vital if appropriate positive handling strategies are to be implemented. Any strategies must be on an individual needs basis and where appropriate link to moving and handling strategies.

TRIGGER BEHAVIOURS: (Describe situations/behaviours which are known to have led to Positive Handling being required)

Link to risk assessment. As part of the process it is important to evaluate current practice and collate data that affords the school with the opportunity to accurately assess environmental factors that may be influencing a child's behaviour.

TARGET:

A target should be set that is SMART and that looks to reduce the number of physical interventions of a specific time-scale. The target should be based upon pre-requisite information about the child and/or baseline data.

SUCCESS CRITERIA:

This section should include additional resources that may be required to meet the target.

PREFERRED SUPPORTIVE STRATEGIES: (Underline/Describe strategies which, when and where possible, should be attempted before positive handling techniques are used).

Verbal advice/support	Planned positive distractions, what?
Reassurance	Positive touch who?
Tactical ignoring	Descriptions of reality. Take up time.
Negotiation/Partial agreement	Time out offered/directed
Transfer adult	Choices/limits/consequences

Others:

i.e. Classroom organisation.

This section links the behaviour policy of the school with the overall process of positive handling. Primary and Secondary strategies that should be employed as whole school approaches are outlined and agreed prior to physical intervention taking place.

Empty box for additional notes or strategies.

<p>Preferred Handling Strategies: (Described the preferred staff responses/holds <i>It is important that the strategies for responding to individual behaviours are individualised in respect of meeting the needs of the pupil who presents the behaviour.</i></p>			
<p>Technique <i>In line with the school's Behaviour Policy and any training that may have been undertaken</i></p>	<p>Standing/Sitting <i>Graded in terms of severity of intervention</i></p>	<p>Number of staff <i>Where appropriate staff should be named and have received training.</i></p>	<p>Breakaway Techniques <i>Staff should not physically intervene if they are not confident or competent.</i></p>

REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT (What care is to be provided?).
What learning opportunities exist for the child? How will the child be reintegrated back into the learning environment?)
This is the medium which enables the child to begin to own their own behaviour and in turn develop alternative strategies. It is imperative that the approach adopted is procedural, certain and predictable with clear roles and responsibilities established within the plan.

RECORDING AND NOTIFICATION REQUIRED
A positive Handling Plan does not replace the school's formal procedure for recording and reporting incidents. Incident Sheet (dates)

EVALUATION (This section is to be completed during the review)
Over time, behaviour patterns of individual pupils will change as will the benefits and risks associated with any physical intervention. Each review should include a formal meeting of all relevant personnel involved and the success of the plan should be measured against the original target.

SIGNATURES:
It is important to get people to 'sign up', especially the parents/carers.

Head Teacher: **Date**

Parent / Carer **Date**

Staff authorised to use techniques..... **Date**

Others **Date**

eg Social Worker

Appendix 2

POSITIVE HANDLING PLAN

NAME: REVIEW DATE:	CLASS:	YEAR:
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ADDITIONAL INFORMATION:
eg Medical Data: known medication/Asthma/Nose bleeds etc

TRIGGER BEHAVIOURS: (Describe situations/behaviours which are known to have led to Positive Handling being required)

TARGET (S):

SUCCESS CRITERIA:

PREFERRED SUPPORTIVE STRATEGIES: (Underline/Describe strategies which, when and where possible, should be attempted before positive handling techniques are used).

Verbal advice/support	Planned positive distractions, what?
Reassurance	Positive touch who?
Tactical ignoring	Descriptions of reality. Take up time.
Negotiation/Partial agreement	Time out offered/directed
Transfer adult	Choices/limits/consequences

Others:
i.e. Classroom organisation.

Preferred Handling Strategies: (Described the preferred staff responses/holds			
Technique	Standing/Sitting	Number of staff	Breakaway Techniques

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REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT (What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into school?)

RECORDING AND NOTIFICATION REQUIRED
Incident Book Y / NRF1 Y / N HS1 Y / N

EVALUATION (This section is to be completed during the review

SIGNATURES:

Head Teacher: **Date**.....

Parent / Carer **Date**.....

Staff authorised to use techniques **Date**.....

Other(s) **Date**.....

Annex A

Version No.	Change History	Guidance reference (if any)	Date
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