



Jersey College Preparatory School

Positive Relationships and Behaviour Policy

'Throughout the school the quality of relationships between staff and pupils is exemplary. Pupils are well mannered, conscientious and eager to learn. They respond positively to all staff and visitors demonstrating that the expectation of appropriate behaviour is embedded throughout.' (External report March 2014)

Students at JCP demonstrate very positive attitudes towards their learning and behaviour. We aim to create an ethos where children's strengths, attitudes and positive behaviours are nurtured, acknowledged and reinforced through effective strategies promoting high standards.

At the heart of our school ethos are our College Values, **Aspire, Inquire, Excel and Belong**. These form the foundations of school life and are at the heart of all we do. 'Belong' is our most important value and places key importance on building positive relationships across the whole school community.

Our ambition for all students at JCP:

We aim to nurture happy, confident, caring students, who enjoy positive relationships and show compassion and respect for others. We want students to grow as individuals, to feel valued and to forge a strong and supportive community that reaches out around the world. We hope they will demonstrate a growing awareness about the choices they make and the impact these have on their environment.

We want to develop hardworking, independent learners and creative thinkers. Our students will be encouraged to take full advantage of opportunities and to aspire to the highest standards. We aim for our students to be inquisitive, ambitious and motivated in their approach to learning. We want them to grow in independence, to be reflective in their thinking, to be eager for challenges and to be able to cope with setbacks.

Our goal is to prepare our students for life beyond JC Prep equipped with the knowledge, skills and attitudes for life-long learning.

This policy is written with the value of **Belonging** as central to our core purpose and how we manage our relationships, emotional safety, well-being and behaviour. We value students, parents, staff and governors as important members of our School Community. Positive relationships hold the key to our success and should always be underpinned by our shared values and sense of community.

Our Value of **Belonging** will be displayed in each year group in age appropriate displays and will demonstrate our shared understanding and agreement of positive behaviours. This language will always be referred to in discussions about behaviour and relationships.

Our Positive Behaviours Code

As members of our School Community:

- We support and care for each other
- We value and respect each other
- We include each other
- We trust each other
- We listen to each other
- We share ideas
- We make sure everyone has a voice
- We have good manners
- We take pride in ourselves and our school
- We celebrate everyone's achievements

As Successful Learners:

- We are ambitious and motivated
- We 'have a go', making mistakes is an important part of our learning
- We are resilient and overcome challenges
- We are independent
- We ask questions to find things out
- We positively challenge each other
- We think creatively
- We are reflective
- We solve problems
- We are confident and have self-belief
- We strive to be the best we can

Positive Behaviour Management

The school bases its principles and values on positive behaviour support and endeavours to create an environment where pupils feel safe, secure and valued. Our philosophy is based on one of prevention as opposed to reactive management. Any students who present a known risk as a result of their behaviour towards themselves or others will have a Behaviour Support Plan (**Appendix 3**). The support plan will detail the target behaviours that are of critical risk, the behaviours will be fully assessed and described. This will be accompanied by an individual risk assessment that will detail the behaviours of risk and risk reduction strategies (**Appendix 5**).

Restrictive Intervention

There are occasions when restrictive physical intervention (RPI) is an appropriate 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 (**Appendix 6 RPI Policy**).

Positive Behaviour Management Structure

Class Teacher – to manage and support day-to-day relationships and behaviours and assess, plan and monitor any interventions required and review development. Liaise with Parents.



Year Group Leaders – to support the Year group team to promote positive relationships and behaviours across the year group and support, assess, plan and monitor any interventions required and review development. Liaise with Parents.



Faculty Leaders (SLT) – to support the Faculty team, advising colleagues who are concerned about individuals or groups of children, coordinate assessments with ENCO, develop action plans, monitor interventions and review development. Liaise with Parents.



Deputy Headteacher / ENCO – to support and advise students, staff and Parents, co-ordinate appropriate assessment and intervention, including external support agencies and monitor serious behaviour incidents or concerns. Liaise with Parents.



Headteacher – to support and advise students, staff and Parents, co-ordinate appropriate assessment and intervention, including external support agencies and monitor serious behaviour incidents or concerns. Liaise with Parents.

Staff have responsibility to:

- Ensure the wellbeing and safety of all students.
- Communicate high, consistent expectations of positive behaviour and learning attitudes and encourage 'good choices'.
- Act as positive role models.
- Promote the 'Positive Behaviours Code' regularly in the day to day life of the school and curriculum.
- Promote the 'Successful Learners' attitudes and dispositions regularly in all aspects of learning to enhance a growth mind-set across the school.
- Develop the profile and understanding of the 'Positive Behaviours' through PSHE and Circle Times.
- Use the language of the values.
- Praise and reinforce positive relationships and behaviour including through House Points.
- Be consistent with praise and consequences.
- Listen and offer solutions.
- Offer intervention and support to address unacceptable behaviour and avoid escalation.
- Use a serious but calm tone when managing behaviour.
- Pro-actively monitor the playground, corridors and shared areas.
- Liaise with lunchtime staff with any play focuses or behaviour concerns.
- Follow the behaviour management structure to ensure effective communication and action.
- Record Wellbeing concerns / Behaviour / Bullying Incidents.
- Assess, develop action plans and monitor behaviour.
- Liaise with Parents.
- Act safely and responsibly in accordance with the Behaviour Policy and Restrictive Physical Intervention Policy (**Appendix 6**).

Faculty Leaders have responsibility to:

- Ensure the wellbeing and safety of all students and staff.
- Support and advise colleagues who are concerned about individuals or groups of children.
- Ensure the recording of incidents, actions and reviews are in place.
- Evaluate behaviours, develop action plans and monitor behaviour.
- Involve the Deputy Head/Special Educational Needs Co-ordinator / Headteacher where appropriate.
- Liaise with parents and other support agencies.
- Address focuses and issues in Key Stage assemblies.

Deputy Head teacher/ ENCO have responsibility to:

- Ensure the wellbeing and safety of all students and staff.
- Support students, staff and Parents and co-ordinate appropriate intervention with serious behaviour incidents or concerns.
- Develop, evaluate and monitor action plans.
- Liaise with parents and other support agencies.
- Oversee the implementation of this policy and report to the Governors Safeguarding Committee.

Headteacher has responsibility to:

- Ensure the wellbeing and safety of all students and staff.
- Support students, staff and Parents and co-ordinating appropriate intervention with serious behaviour incidents or concerns.
- Develop, evaluate and monitor action plans.
- Liaise with Parents and other support agencies.
- Oversee the implementation of this policy and ensure it is reported to the Governors Safeguarding Committee.

Parents have responsibility to:

- Support the school's Positive Relationships and Behaviour Policy.
- Communicate with school as soon as possible if they have any concerns regarding a student's wellbeing.
- Engage in Home/School programmes to support positive relationships and behaviour.

PSHE Co-ordinator has responsibility to:

- Support the wellbeing and safety of all students and staff.
- Offer support and advice to children, staff and parents.
- Develop and monitor the 'Positive Behaviours Code' to ensure consistency and high expectations across the school.
- Develop key themes and values in assemblies to create whole school focuses.
- Develop, support and monitor the development of PSHE curriculum and circle time.
- Review and revise the Positive Relationships and Behaviour Policy.

The Governing body is responsible for:-

- Agreeing and maintaining the aims and policies of the school and College.
- The development and application of the school's policy on behaviour.

The Headteacher must report to the Governing Body any suspensions and exclusions of pupils.

Reinforcement of Positive Attitudes and Behaviours

- All staff will communicate high, consistent expectations of positive behaviour and learning attitudes, encouraging 'good choices' and giving positive verbal feedback.
- The 'Positive Behaviours Code' will be clearly displayed in all classrooms, and staff will plan for and regularly communicate them in the day to day life of the school and curriculum.
- Weekly House Points will be awarded for positive behaviours.
- Staff will plan for and promote the 'Successful learners' attitudes and dispositions regularly in all aspects of learning to enhance children's confidence, independence and resilience and promote a growth mind-set across the school.
- Classes and Year groups will have their own stickers, stamps, good choice tickets, certificates, praise pads etc. to celebrate positive attitudes and behaviours.
- Weekly Headteacher celebrations will focus on successful learning characteristics.
- Celebratory assemblies will focus on achievements both in school and outside of school.
- The Mr Evans 'Belong trophy' will be presented to individuals/ groups each week in Monday assembly.

Playground 'Time Out' and 'Play Agreement'

As part of children's emotional and social development and learning, children will have regular focuses on appropriate, safe play, creative games and how to play collaboratively. However, if an occasion occurs where staff on duty in the playground have an immediate concern about the nature of play, 'Time Out' may be used as a strategy for a child or group of children. This is a time for a child to have some calm, reflective time away from the situation that has resulted in inappropriate play. The duty member of staff will identify a bench away from others or walk with them whilst they reflect on their behaviour.

After an agreed period of time, a discussion is had and the child is reminded about safe, appropriate play. Play suggestions/reminders are given, the member of staff may initiate an appropriate game, or the child will be integrated into a different game with other children. Play will then be monitored by duty staff.

If the inappropriate behaviour is observed again, the lunchtime staff will discuss with the class teacher and a 'Play Plan' may be drawn up with the child / children and class teacher. A copy is then shared with the lunchtime supervisor and monitored by both staff. **(Appendix 4)**

For any serious or repetitive behaviours a Behaviour Support Plan will be agreed **(Appendix 3)**

Record Keeping and Monitoring

The PSHE Co-ordinator, SLT and Headship team monitor the effectiveness of the policy on a regular basis and if necessary will make recommendations for further improvements. The school keeps a record of:

1. Wellbeing concerns and actions – Wellbeing Record (**Appendix 1**)
2. Serious behaviour incidents, actions and reviews (**Appendix 2**)
3. Behaviour Support Plans (**Appendix 3**)
4. Play Plans (**Appendix 4**)
5. Bullying incidents, actions and reviews (See Counter Bullying Policy)
6. Physical Intervention Handling Plan (**Appendix 7**)
7. Risk Assessment of Pupils experiencing behavioural difficulties (**Appendix 5**)
8. Report of Incident of Physical Intervention (**Appendix 8**)
9. Any pupil who is suspended for a fixed term or who is permanently excluded.

Related Policies:

RPI Policy

Counter Bullying Policy,

Learning and Teaching Policy

SEN Policy

Child Protection Policy

PSHE Policy

Health and Safety

| | |
|-------------------------------------|---|
| Policy updated: July 2016 | Reviewed and Revised by: Janet Moorhouse, Sarah Dewhurst, Shelley du Feu, Richard Sugden, Gill Grieve Approved by Governing Body |
| Policy Review date: | July 2017 |



JC Prep School
Well-Being File Note

| | |
|--|------------------|
| Child's Name: | Member of Staff: |
| Date: | |
| Note of Incident/ Discussion/ Meeting/ Phone call/ E-mail (attach) | |
| Actions: | |
| Review: | |

Signed (Member of staff):

Signed (Faculty Leader, Deputy Headteacher, Headteacher):

Appendix 2

| | | |
|--|------------------|--|
| Record of Serious Behaviour Incident JC Prep School | |  PREPARATORY SCHOOL SUS DOMINIUS TRUSTEE |
| Name of Student/s: | | |
| Date of Incident: | Location: | |
| Details of Incident: | | |
| Actions taken /by whom: | | |
| Reported to: | | |
| Support for students: | | |
| Targets Set: | | |
| Staff involved/ support for staff: | | |
| Parents informed | | |
| Any other relevant details: | | |
| Signature | Date | |

Appendix 3

| | | |
|---|--------------|--|
| Behaviour Support Plan JC Prep | |  PREPARATORY SCHOOL NISI DOMINI NOSTRA |
| Name of Student: | Date: | |
| Plan Number: | Review Date: | |
| Behaviour(s) of concern: | | |
| 1 | | |
| 2 | | |
| 3 | | |
| What is (are) the functions of these behaviours? | | |
| 1 | | |
| 2 | | |
| 3 | | |
| Who might be affected by these behaviours? | | |
| When are these behaviours 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) | | |
| 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:

What are the Support Strategies (related to post crisis depression stage)?

Staff Signature(s)

Date:

Date of next meeting:



(Name) Play Plan

| Agreed play focus | | Break | Lunch |
|-------------------|-------|-------|-------|
| ❖ | Mon | | |
| | Tues | | |
| ❖ | Wed | | |
| | Thurs | | |
| ❖ | Fri | | |

Class teacher _____

Child _____

Appendix 5

Risk Assessment of Pupils Experienced as having Behavioural Difficulties

Pupils with BESD are significantly more vulnerable, fearful and impulsive than their peers. They need to feel safe. To minimise the risk of incidents escalating unnecessarily we carry out a risk assessment from two perspectives:

1. social, emotional and environmental risk assessment: and
2. 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.
- 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 are increased risks of incidents happening.
- Analysis of past incidents to identify medium to high risk locations.
- Consult staff and pupils (See Behaviour Support Plan, Appendix 3).
- Decide the appropriate type and level of intervention.
- Plan the implementation of intervention.
- Implement intervention plan.
- Review plan.

Individual Risk Assessment

If we are 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.
- Implementing plan.
- Reviewing Plan.

Checklist of key points:

1. Draw up written agreements and protocols.
2. Obtain detailed written information on children.
3. Draw up a behaviour management plan which promotes emotional health and well-being.
4. Ensure that the child methods of communication are understood and recorded.
5. Obtain written consent from parents to the behaviour management plan and the child'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'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.



Restrictive Physical Intervention Policy

Restrictive Intervention

There are occasions when restrictive physical intervention (RPI) is an appropriate 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.

Underpinning Principles

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

There are occasions when restrictive physical intervention is an appropriate and reasonable 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.

Members of staff are not required/advised to carry out any form of restrictive physical intervention which will put themselves at risk.

Circumstances when Restrictive Physical Intervention can be used:

The use of force as is reasonable 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 principles above.

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

The Education Department, in turn, owes a duty of care as an employer to those professionals in its employ 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 lawful excuse can be demonstrated in 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.

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 an appropriate 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 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.

The plan to use RPI should be recorded in a Positive Handling Plan (**Appendix 7**). Any incidents of RPI should be recorded in the Report of Incident of Physical Intervention (**Appendix 8**). This form must be forwarded to the Head of BESD Service. Parents will be notified of any incident involving physical intervention.

Our school behaviour Management Structure and procedures will support pupils and staff who are involved in an incident requiring RPI. An annual staff training event will be delivered to remind all school staff of:

- their responsibilities with regard to RPI

- de-escalation techniques
- risk assessments for planned and emergency RPI

Currently, one member of staff has accessed the MAYBO accredited training. The training focuses on managing challenging behaviour including the use of RPI techniques. The Head teacher is responsible for ensuring that all staff who are at risk receive 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 staff 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
- Used in conjunction with appropriate reconciliation opportunities
- Legally defensible

Guidance for use of Restricted Physical Intervention

What is reasonable force?

The term 'reasonable force' 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 is usually used either to control or restrain. This 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 student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

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 can use Restrictive Physical Intervention?

All staff can use restrictive physical intervention to maintain safety in an emergency consistent with the principles of Jersey Law.

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.

Planned Restrictive Physical Intervention

When pupils present particularly challenging behaviour it is helpful to generate an Individual Learning 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.

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 is carried out (see **Appendix 5**).

Positive Handling Plan

When the Individual Learning 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 7**).

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.

Reporting and Recording

Recording the use of Restrictive Physical Intervention

When restrictive physical intervention has been used, whether in a planned or unplanned way, we should record this within 24 hours using the format in **Appendix 8**. This report includes a summary of the post incident support. A copy of this report should be sent to the Head of the BESD Service.

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.

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

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 ESC Policy for Positive Behaviour Support and Restrictive Physical Interventions. An annual staff training event should familiarise all school staff of:

- their responsibilities with regard to RPI
- de-escalation techniques
- risk assessments for planned and emergency RPI.

Monitoring the use of Restrictive Physical Intervention

The use of RPI within a school will be monitored by the Senior Leadership Team, BESD Service member and Educational Psychologist for the school.

Parents and pupils would also be involved in such a review.

Concerns and complaints

Staff should always 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. However, when a parent makes a complaint about the use of force by a member of staff, it must be taken seriously and addressed by the Head teacher, either under ED disciplinary procedures or ED procedures for allegations against staff.

Appendix 7

**Physical Intervention
Personal Handling Plan (PHP)**



Pupil Name:

Date:

| |
|--|
| People involved in developing this plan (including parents/ carers): |
| |
| Why does this child require a Personal Handling Plan? |
| |

| |
|---|
| Details of strategies that create the most appropriate environment for this child making it less likely for physical intervention |
| |
| Details of strategies that may de-escalate a situation |
| |
| Detail the hold or holds that would be used if there were a need to hold the child firmly to prevent harm to themselves or others |
| |
| Detail the persons who are authorised by the Headteacher to hold the child if necessary |
| |

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 JCPrep 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: _____



Report of Incident of Physical Intervention (PI)

| | |
|--|-------------------|
| 1. Background information | |
| JCPrep School | |
| Date of incident: | Time of incident: |
| Pupil involved: | DoB: |
| Staff involved: | |
| Pupil witnesses: | |
| 2. Circumstances leading to the incident where physical intervention was used | |
| Provide details/ circumstances leading up to incident: | |
| Describe attempts to de-escalate the situation and avoid use of physical intervention: | |
| 3. Reason for use of physical intervention | |
| Was the child /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 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') | |
| 4. Type of physical intervention used. | |
| Provide details of the intervention, by whom and the approximate length of time a child was held (as appropriate) | |
| 5. Child's behaviour following the use of physical intervention | |
| Describe the child's behaviour from the point when the hold was released until either supervision was handed over to someone else, or normal activities resumed: | |
| 6. Details of any injuries (include details of medical attention / access to first aider/ reference to first aid book): | |
| Provide details of any injuries to the child: | |
| 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 child:

Date: _____ By whom: _____

c. Post incident support for staff:

Date: _____ By whom: _____

8. Headteacher'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 Head teacher).....

A copy of this report should be sent (paper or electronic) to the Principal Educational Psychologist C/O Senior Secretary for the Educational Psychology Service (a.willis@gov.je) or mailed to EST, PDC, PO Box 142, St Saviour, JE4 8QJ