All Saints CE Primary School and Nursery

Child Protection Handbook

This document has been prepared for the use of the school's staff and they are required to be able to demonstrate they have read and understood its contents. Some aspects are statutory by law.

To apply it through their role in the school is part of their conditions of employment.

It is also important that the school's governors should understand its contents and recognise their responsibilities towards child protection.

Version: September 2021

Review Cycle: Annual

Contents of this Handbook:

Other Statutory Policies linked to this handbook but available separately:

A) Child Protection Policy
B) Safeguarding Policy
C) Positive Behaviour and Relationships Policy
D) Attendance Policy
E) Leave of Absence Policy
F) Health & Attendance Policy
G) Grievance Procedure
H) Safer Recruitment Policy
I) Alcohol Drugs & Gambling Policy
J) Health and Safety Policy
K) Pay Policy
L) Appraisal Policy (Teachers and Support Staff)
M) Safeguarding Induction
N) Health and Safety Induction

The current version of each is located on the school server:

Teacher (T:) ➔ Policies

Should you require a paper copy, please ask at the School Office.

STAFF BEHAVIOUR POLICY (CODE OF CONDUCT)
Based on the HfL Model Policy, Oct2020

Objective, Scope and Principles

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school employees are expected to observe. School employees are role models, and are in a unique position of influence, and must adhere to behaviour that sets a good example to all the pupils within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all employees of the school. This Code of Conduct does not form part of any employees' contract of employment.

In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

This Code helps all staff to understand what behaviour is and is not acceptable, regard should also be given to the disciplinary rules set out in the Disciplinary Policy and Procedure which may be found on the server (T Drive / Policies / Personnel).

Staff should be aware that a failure to comply with the Code of Conduct could result in disciplinary action including but not limited to dismissal.

1. Setting an Example

1.1. All staff who work in schools set examples of behaviour and conduct which can be copied by pupils. Staff must therefore for example avoid using inappropriate or offensive language at all times.

1.2. All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same.

1.3. All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

1.4. This Code helps all staff to understand what behaviour is and is not acceptable, regard should also be given to the disciplinary rules set out in the Schools' Disciplinary Policy and Procedure.

1.5. All staff are expected to familiarise themselves and comply with all school policies and procedures.

2. Safeguarding Pupils

2.1. Staff have a duty to have regard to Keeping Children Safe in Education throughout their employment and abide by the duties placed upon them within this.

2.2. Staff have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse and neglect

2.3. The duty to safeguard pupils includes the duty to report concerns about a pupil or colleague to the school's Designated Safeguarding Lead (DSL) for Child Protection.

2.4. **The school's DSL is Philip Asher. The Deputy DSLs are Ms Alison Brooks and Mrs Victoria Moore**.

2.5. Staff have access to the school's Child Protection Policy (available on the server and school website) and Whistleblowing Procedure (found in this handbook) and staff must be familiar with these documents.

2.6. Staff should treat children with respect and dignity and must not seriously demean or undermine pupils, their parents or carers, or colleagues.

2.7. Staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.

2.8. Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.

3. Relationships

3.1. Staff must declare any relationships that they may have with pupils outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff should not assume that the school are aware of any such connections. **A declaration form may be found in appendix 2 of this document and should be renewed annually.**

3.2. Relationships with pupils must be professional at all times. Physical relationships with pupils are not permitted and may lead to a criminal conviction.

3.3. Encouraging a relationship to develop in a way which may lead to a sexual relationship or any other inappropriate relationship will be viewed as a grave breach of trust.

3.4. Contact with pupils must be via school-authorised mechanisms and solely for educational purposes. At no time should personal telephone numbers, text, email addresses or communication routes via personal accounts on social media platforms be used to communicate with pupils.

3.5. If contacted by a pupil by an inappropriate route, staff should report the contact to their Line Manager immediately.

3.6. Behaviour giving rise to concern should also be reported which includes pupils seeking affection, being sexually provocative or exhibiting overly familiar behaviour.

3.7. Existing or new personal relationships at work between colleagues should be declared to the Line Manager where there is a potential for this to impact upon the work of either. This may be due to a risk of allegations of bias or conflict of interest for example. The Line Manager will treat declarations in confidence.

3.8. Staff should inform their Line Manager of any relationships which may create an enhanced risk to children so that necessary steps can be taken by the Trust e.g. cohabitation with a person convicted of a serious offence.

4. Pupil Development

4.1. Staff must comply with school policies and procedures that support the well-being and development of pupils.

4.2. Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

4.3. Staff must follow reasonable instructions that support the development of pupils.

5. Honesty and Integrity

5.1. Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

5.2. All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for schools (in this Handbook). For further information see the HCC Anti Bribery Policy for Schools available on the Grid.

5.3. Gifts from suppliers or associates of the school must be declared to the Headteacher, with the exception of "one off" token gifts from students or parents. Personal gifts from individual members of staff to students are inappropriate and could be misinterpreted and may lead to disciplinary action. A record will be kept of all gifts received.

5.4. Staff must not act on behalf of the school unless they have the authority to do so.

5.5. Professional references from the school will be provided by the Headteacher. References given by other members of staff must be clear that they are provided in a personal capacity only.

6. Conduct outside of Work

6.1. Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community.

6.2. In accordance with Keeping Children Safe in Education 2021, any conduct or behaviour that indicates an employee may not be suitable to work with children including such behaviour outside of the workplace which may or may not involve children is likely to be regarded as unacceptable.

6.3. For example, should a member of staff be involved in domestic violence at home and no children were involved, the school will need to consider what triggered these actions and question whether a child in the school could trigger the same reaction, therefore be put at risk

6.4. In addition, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable where it brings into question an employee's suitability or ability to do their role/work in an educational setting.

6.5. Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance in the school. We would recommend that permission is sought in advance.

    6.5.1. Staff must declare any work outside school or outside business interests where there is a potential conflict of interests with their employment at the school.

    6.5.2. If any allegation of wrongdoing occurs in a staff member's work outside school (whether or not they deny this) which may have a bearing on their employment they must disclose this immediately to the Headteacher.

6.6. Forming inappropriate relationships or friendships with children or young people who are pupils or students under the age of 18 at another school/college will be viewed as inappropriate and impact upon the schools' ability to trust the member of staff to maintain professional boundaries with pupils at the school.

6.7. A work-related social event is considered to be an extension of the workplace and as such the standards of behaviour expected at these events is in line with this policy.

7. E-Safety and Internet Use

7.1. Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the school's Online Safety Policy and ICT Acceptable Use Policy, which may be found on the server and on the school website, at all times both inside and outside of work.

7.2. Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

7.3. Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter pupils either with their own profile or acting covertly.

7.4. Contact with pupils should only made via the use of school email accounts or telephone equipment when appropriate and strictly for educational reasons.

7.5. Photographs/stills or video footage of pupils should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the school's procedures on school equipment.

8. Confidentiality

8.1. Where staff have access to confidential information about pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil.

8.2. All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate authority to deal with the matter.

8.3. However, staff have an obligation to share with their manager or the school's Designated Senior Person any information which gives rise to concern about the safety or welfare of a pupil. Staff must never promise a pupil that they will not act on information that they are told by the pupil.

8.4. Staff are not allowed to make any comment to the media about the school, its performance, governance, pupils or parents without written approval. Any media queries should be directed to the Headteacher.

9. Dress and Appearance

9.1. Staff are the most important role models in the school. The Governors recognise the rights of staff to choose what they wear and how they appear. However, as role models they need to set an example to the pupils.

9.2. All staff must therefore dress in a manner that is appropriate to their role and promoting a professional image. This generally means all staff should follow the principles outlined here.

9.3. Shoulders should be covered – wide strap tops/dresses, short/long sleeves.

9.4. Skirts/shorts/dresses should be of an appropriate length (just above the knees as a guide)

9.5. Shirts/tops should not be low cut or revealing

9.6. Certain types and styles of clothing are generally not acceptable: jeans, leggings (except under a dress/skirt), clothing that reveals underwear, transparent or sheer clothing, thin/'spaghetti' strap tops/vests, sports clothing (except on PE days or if leading an after school/ lunch time sports club).

9.7. Staff should dress in a manner that is absent from political or other contentious slogans. Logos should be kept to a minimum.

9.8. Footwear should be reflective of your role within the school. Trainers should only be worn for PE/active sessions or lunchtime cover. Open toed sandals can be worn but must have a back strap on them (not flip-flops). These are worn at own risk and school takes no responsibility for injury caused by wearing open toed sandals or shoes. Staff in the Early Years and KS1 should change into sturdy shoes when teaching outside.

9.9. The above principles also apply to all site staff. PPE will be provided as directed by health & safety/tasks.

9.10. Staff should wear PE kits when teaching PE. This can be worn all day when teaching PE. Earrings should be removed (as for children) even if just supporting, but a watch and rings of significance may be worn. You may want to consider changing into smarter work wear on days when you have professional meetings with parents or outside agencies.

9.11. Clothing and footwear for forest school and school visits should be appropriate for the activities being undertaken, but maintaining a professional appearance.

10. Compliance

10.1. All staff must complete the annual declaration form (Child Protection Policy, Appendix 2) provided with this handbook to confirm they have read, understood and agreed to comply with the Code of Conduct. This form should then be signed and dated.

PROFESSIONAL RESPONSIBILITIES

<u>When using any form of ICT, including the Internet, in school and outside school</u>

Employees of the school have a duty to report any eSafety incident which may impact on them, or their professionalism, or the school.

For your own protection we advise that you:

- Ensure all electronic communication with students, parents, carers, staff and others is compatible with your professional role and in line with school policies.
- Do not talk about your professional role in any capacity when using social media such as Facebook and You Tube.
- Do not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with your professional role.
- Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school video camera.
- Do not disclose any passwords and ensure that personal data (such as data held on MIS software) is kept secure and used appropriately.
- Only take images of students and/or staff for professional purposes, in accordance with school policy and with the knowledge of SLT.
- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Ensure that your online activity, both in school and outside school, will not bring the school or professional role into disrepute.
- Emails are to be checked daily as a minimum (on working days) or every other day if one day is particularly busy.

Code of Conduct: Appendix 1

Relationships with students outside of work declaration

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students. Complete this form to declare any relationships outside of school that you may have:

Employee Name	Pupil Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring
- I emphasise to parents that this is done completely independently of the school
- No monies come through the school at any point, informally (e.g. via the child) or formally
- No private tutoring is to take place on the school premises

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed …………………………………….. 　　　Date ………………………………

Once completed, signed and dated, please return this form to the Headteacher

SOCIAL MEDIA POLICY
Based on the HfL Model Policy, Dec 2019

1.   Introduction

1.1   The aims of this policy are to:
- enable appropriate use of social networking sites in a safe and secure manner.
- safeguard employees in their use of social networking sites and ensure they do not make themselves vulnerable
- minimise the risks to the school through use of social media.

1.2   For the purposes of this policy, social media is any online platform or app that allows parties to communicate with each other or to share data in a public forum. This includes social forums such as Twitter, Facebook and LinkedIn. Social media also covers blogs, image-sharing and video websites such as YouTube.

1.3   Employees should be aware there are many more examples of social media than can be listed here and this is a constantly changing area. Employees should follow these guidelines in relation to any social media that they use.

1.4   This policy applies to use of social media for business purposes as well as personal use that may affect the school in any way. It covers all employees, consultants, volunteers and agency workers.

1.5   This policy does not form part of any employee's contract of employment and it may be amended at any time. The school may also vary this policy as appropriate in any case.

2.   Personal use of social media

Occasional personal use of social media on personal equipment (not school provided) during working hours is permitted in the schools designated place (the staff room) so long as it does not involve unprofessional or inappropriate content, does not interfere with employment responsibilities or productivity and complies with this policy.

3.   Prohibited use

3.1   Employees must not abuse their position of trust with pupils including, but not limited to:
- Accepting any current pupils, or former pupil under the age of 18, as friends, or requesting such friendships (existing personal relationships with current pupils must be declared under the Code of Conduct, and it is strongly recommended that existing relationships with past pupils are also declared).
- Communicating personally with pupils
- Posting photographs of pupils on sites not owned by the school
- Commenting about or naming pupils.

3.2   Employees must avoid making any social media communications that could damage the schools interests or reputation, even indirectly.

3.3   Employees must not use social media to:

3.4   The employee must not express opinions on the schools behalf via social media, unless expressly authorised to do so and through the appropriate approved social media channels.

3.5   The employee must not post comments about sensitive school-related topics, such as the schools performance, internal disputes involving pupils, parents or employees or do anything to jeopardise the schools confidential information particularly with regards to pupils and other employees. The employee must not include the school's logo or other trademarks in any social media posting, unless expressly authorised to do so.

3.6   Employees should never provide professional references on behalf of the school for other individuals without the express authority of the Headteacher including on social or professional networking sites. Such references, positive and negative, can be attributed to the school and create legal liability for both the author of the reference and the school.

3.7   Social media should never be used in a way that breaches any other School policies. If an internet post would breach any policy/ procedure in another forum, it will also breach them in an online forum.

3.8   Any misuse of social media should be reported to the Headteacher.

4.   Business use of social media

4.1   If the employee duties require the employee to speak on behalf of the school in a social media environment, the employee must still seek approval for such communication from their manager who may require the employee to undergo training before the employee does so and impose certain requirements and restrictions with regard to the employee activities.

4.2   If the employee is contacted for comments about the school for publication anywhere, including in any social media outlet, the enquiry should be directed to the Headteacher and the employee should not respond without written approval.

4.3   The use of social media for business purposes is subject to the remainder of this policy.

5.   Guidelines for responsible use of social media

5.1   The employee should make it clear in social media postings, or in the employees' personal profile, that the employee is speaking on the employees' own behalf.

5.2   Employees should be respectful to others when making any statement on social media and be aware that the employee is personally responsible for all communications which will be published on the internet for anyone to see. Employees should ensure that they use privacy and access settings whilst being aware that they cannot control the use of their postings by others.

5.3   The employee should also ensure that their profile and any content they post are consistent with the professional image the employee presents to colleagues, pupils and parents.

5.4   If the employee is uncertain or concerned about the appropriateness of any statement or posting, they are advised to refrain from posting it until they have discussed it with their manager.

5.5   If the employee becomes aware of social media content that disparages or reflects poorly on the school, the employee should contact the Headteacher.

6.   Monitoring

6.1   The school reserves the right to monitor, intercept and review, without further notice, employee activities using school IT resources and communications systems, including but not limited to social media postings and activities, to ensure that school rules are being complied with and for legitimate school purposes.

6.2   For further information, please refer to the eSafety and data security policy.

7.   Breach of this policy

7.1   Breach of this policy may result in disciplinary action up to and including dismissal

7.2   The employee may be required to remove any social media content that the school consider to constitute a breach of this policy. Failure to comply with such a request may in itself result in disciplinary action.

7.3   The school considers that valid reasons for checking an employee's internet usage include suspicions that the employee has:
- been using social media when they should be working
- acted in a way that is in breach of the rules set out in this policy.

WHISTLEBLOWING POLICY

Based on the HfL Model Policy, Nov 2019

1. Introduction

1.1. The aim of this Policy is to encourage employees and others who have serious concerns about any aspect of the School to voice those concerns and feel secure in doing so.

1.2. It is important that any fraud, misconduct or wrongdoing is reported and properly dealt with. The School encourages all individuals to raise any concerns they may have about the conduct of others or the way in which the School is run.

1.3. The School is committed to the principles of honesty and integrity. A culture of openness and accountability is critical to ensuring these values are authentically lived by.

1.4. This policy applies to all employees, workers, agency staff, contractors, service providers, volunteers, and governors of the School.

1.5. This policy does not form part of any employee's contract of employment and it may be amended at any time.

2. Scope

2.1. If your concern relates to how you have been treated this should be raised under the grievance or bullying and harassment policies.

2.2. The whistleblowing policy will not replace any existing policies or procedures. If misconduct is discovered as a result of any investigation under this policy the School's disciplinary policy will be used.

2.3. The School encourages individuals to disclose any concerns they may have regardless of whether they are covered by this or another policy.

3. What is whistleblowing?

3.1. Whistleblowing means the reporting of information which relates to actual or suspected wrongdoing related to a "qualifying disclosure".

3.2. A qualifying disclosure is one made in the public interest by a worker who has a reasonable belief that:

- a criminal offence
- a miscarriage of justice
- an act creating risk to health and safety
- an act causing damage to the environment
- a breach of any other legal obligation
- concealment of any of the above

is being, has been, or is likely to be, committed.

3.3. It is not necessary for a whistleblower to have proof of such an act for the protections of this policy to apply. They must only have a reasonable belief.

3.4. Potential whistleblowers should have reasonable grounds for believing the information they are disclosing is accurate.

3.5. Where a disclosure fails to show that one of the six categories of wrongdoing has been or is likely to be occur, it cannot amount to a qualifying disclosure for the purposes of the whistleblowing legislation

3.6. Potential whistleblowers are encouraged to seek support from a senior manager or their trade union representative if they are unsure whether to make a disclosure or to access support in making a disclosure, regardless of whether it is qualifying or not.

4. Protections for whistleblowers

4.1. This policy has been written to take account of the Public Interest Disclosure Act 1998 and other relevant legislations, which protects workers making disclosures.

4.2. A whistleblower who makes a qualifying disclosure has the right not to be dismissed, subjected to any detriment or victimised, because they have made a disclosure.

4.3. Victimisation of a whistleblower for raising a qualifying disclosure will be a disciplinary offence.

4.4. The School will not dismiss anyone on the basis that they have made an appropriate lawful disclosure in accordance with the law and this policy.

4.5. Whistleblowers may seek support and advice from organisations such as the whistle blowing charity Protect (https://protect-advice.org.uk / 020 3117 2520) or ACAS (www.acas.org.uk).

5. Obligations for the whistleblower

5.1. An instruction to cover up wrongdoing is in itself a disciplinary offence. A whistleblower who is told not to raise or pursue any concern, even by a person in authority, should not agree to remain silent.

5.2. Whistleblowing to an external agency without first using the procedure below may be considered a breach of the School's Code of Conduct.

5.3. It is not appropriate to whistle blow to the media in any circumstances and may be considered gross misconduct.

5.4. Maliciously making a false allegation is a disciplinary offence

6. Confidentiality

6.1. The School encourages individuals to voice their concerns openly. If anyone wishes to raise concerns confidentially, the School will make every effort to keep their identity secret.

6.2. The School will consult with the whistleblower before divulging their identity to any party, including an investigator.

6.3. The School does not encourage anonymous disclosures as this may make it harder to establish the credibility of an allegation and may make investigation difficult or impossible. Anonymous concerns will be taken seriously and investigated as far as is possible under this policy.

7. The School's commitment

7.1. Any matter raised under this policy and procedure will be investigated thoroughly, promptly and confidentially.

7.2. Whilst the school will aim to keep the employee informed of the progress of the investigation and likely timescales, sometimes the requirement for confidentiality will prevent full information about the investigation and any consequential disciplinary action from being disclosed

8. Obligations for the Governing Board

8.1. An appropriate representative of the School (Headteacher or named governor) will inform Hertfordshire County Council as the maintaining authority of any qualifying disclosures at the earliest opportunity.

8.2. Concerns regarding financial irregularity will be reported to the Shared Internal Audit Service (SIAS);

8.3. Where concerns relate to child protection these will be handled in keeping with the relevant policy of the School and reported to the Local Authority Designated Officer (LADO) where the threshold is met.

9. Whistleblowing procedure

9.1. Stage 1 – Disclosure

9.1.1. The whistleblower should initially raise their concern to their line manager. They may do this orally or in writing.

9.1.2. If the concern relates to the line manager or any person to whom they report (other than the Headteacher) the whistleblower should raise the issue with the Headteacher.

9.1.3. If the concern relates to the Headteacher, the whistleblower should raise this with the Governor or employee named at the end of this policy.

9.2. Stage 2 – Investigation

9.2.1. The School will arrange an investigation into the concerns raised. This will take place as soon as is reasonably practicable.

9.2.2. The investigation may involve the whistleblower and other individuals involved meeting with the investigator and giving a written statement.

9.2.3. At any investigatory meetings the whistleblower is entitled to be accompanied by a recognised trade union representative or a work colleague.

9.3. Step 3 – Report to Governors

9.3.1. The investigator will report to the named representative of the Governing Board before any further action is taken. The representative of the Governing Board will decide on potential outcomes including, but not limited to:

- invoking the School's disciplinary process, or other relevant policy
- referral to the police, Hertfordshire County Council department, government department or regulatory agency
- no further action.

9.3.2. On conclusion of any investigation, the whistleblower will, as far as is practicable and where it is reasonable to do so, be told the outcome of the investigation and what the School has done, or proposes to do, about it. If no action is to be taken, the reason for this will be explained.

9.4. Step 4 – Escalation.

9.4.1. If, on conclusion of stages 1, 2 and 3 the whistleblower reasonably believes that the appropriate action has not been taken, they should report the matter to the proper authority. The legislation sets out a number of bodies to which qualifying disclosures may be made. These include:

- the Financial Conduct Authority (formerly the Financial Services Authority)
- the Health and Safety Executive
- the Environment Agency
- Her Majesty's Chief Inspector of Children's services and skills
- the Secretary of State for Education
- the Office of Qualifications and Examinations Regulator.

9.4.2. A full list can be obtained from the charity, Protect or the BEIS (Department for Business, Energy and Industrial Strategy) website. Alternatively, an employee may contact their professional association or trade union representative for guidance.

10. Data Protection

10.1. When an individual makes a disclosure, the school will process any personal data collected in accordance with its data protection policy. Data collected from the point at which the individual makes the report is held securely and accessed by, and disclosed to, individuals only for the purposes of dealing with the disclosure.

11. Contacts

The School's appointed member(s) of staff for this purpose is: Mr Philip Asher, Headteacher

The School's appointed Governor(s) for this purpose is: Mr Steve Hammond, Co-Chair of Governors

Or the independent whistleblowing charity **Protect**

Helpline 020 3117 2520

E-mail: whistle@protect-advice.org.uk

Comment on Private Fostering

Although All Saints' School does not usually become involved in pupil exchanges with other schools, we need to be aware that placing children with families other than their own can constitute a "Private Fostering" arrangement. Many do not realise it is a legal requirement that the parent or carer notify the Local Authority such an arrangement is in place, in order for the LA's Friends and Family Fostering Team to be able to provide the necessary support to ensure that the child is well cared for, safe and thriving.

Any staff member that is made aware of such an arrangement should ensure the DSL is informed and this information is recorded using CPOMS so that we can support the parents in meeting their legal obligation and provide any other signposting or support as may be required.

CONTEXT

Hertfordshire schools and educational establishments are encouraged to use this framework and to adapt it to their own setting. It is advised that all schools should be familiar with the Hertfordshire Policy on the use of Restrictive Physical Intervention.

This policy is written for schools or settings which have adopted Hertfordshire Steps which is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

Policy Review

This policy will be reviewed in full by the Governing Body no less than every 2 years.

The policy was last reviewed and agreed by the Governing Body on 20 September 2021.

It is due for review on 30 September 2022 (up to 24 months from the above date).

Hertfordshire Steps training

Hertfordshire Steps training covers two distinct developmental areas:

"Step On" – (De-escalation training) It is considered best practice that all teachers, TAs and MSAs complete this de-escalation training. 'Step On' is a therapeutic approach to behaviour management, with an emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

"Step Up" – (Restrictive physical intervention training) provides training on elements of restrictive physical intervention (restraint) and personal safety. This training can only be provided within services where staff have already completed 'Step On' training and are still within certification. 'Step Up' training is only delivered where there is an audited need with an individual young person who displays dangerous behaviour.

This policy is recommended to be referenced within the school's Behaviour and Relationships Policy; it will be part of a graded response, and needs to be agreed in consultation with staff, governor's parents/carers, and pupils. The behaviour policy should aim at improving educational outcomes for all pupils by promoting and supporting their engagement with education. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding and Equality Policy.

1.	INTRODUCTION

At All Saints CE Primary School we believe that every child and young person has a right to be treated with respect and dignity, deserves to have their needs recognised and be given the right support. All school staff need to be able to safely manage behaviour and understand what a child (or young person) is seeking to communicate through difficult or dangerous behaviours.

Parents need to:
- know that their children are safe at school;
- be properly informed if their child is the subject of a restrictive intervention (including the nature of the intervention); and
- know why a restrictive intervention has been used.

This policy should be read in conjunction with:

- the Positive Behaviour & Relationships policy;
- the staff code of conduct;
- the child protection policy;
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

This policy is designed to reduce the incidents of, and the risks associated with restrictive interventions - and to eliminate unnecessary and inappropriate use of restraint.

National guidance

This policy is based on the principles set out in, and is prepared to supplement, Government guidance:

- DfE: Guidance on Use of Reasonable Force July 2013:
  https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

- DfE and DHSC: Reducing the need for restraint and restrictive intervention, July 2019:
  https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention

- DfE: Keeping Children safe in Education, September 2019:
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

- DfE: mental health and behaviour in schools November 2018:
  https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

- DfE: Behaviour and Discipline in Schools. Advice for head teachers and school staff, January 2016:
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

The use of restrictive intervention will only be needed for a very small minority of children or young people. We know that the use of restraint and restrictive interventions are traumatising and this particularly so for children, who are still developing both physically and emotionally. We know that the use of restraint and restrictive interventions can be traumatic - and have long-term consequences on the health and wellbeing of children and young people. It can also have a negative impact on staff who carry out such interventions.

Children and young people with learning disabilities, autistic spectrum conditions or mental health difficulties may react to distressing or confusing situations by displaying behaviours which may be harmful

to themselves and others and are at a heightened risk of restrictive interventions. Wherever possible, restrictive interventions should be avoided and proactive, preventative, non-restrictive approaches adopted.

Whenever considering restrictive interventions, the key question for everyone involved with children and young people whose behaviour is difficult or dangerous should be: -

"What is in the best interest of the child and/or those around them in view of the risks presented?"

A positive and proactive approach to behaviour

We operate a clear behaviour policy for meeting children and young people's individual needs, promoting positive relationships and emotional wellbeing.

Behavioural difficulties may signal a need for support and it is essential to understand what the underlying causes are. For example, a child or young person may exhibit such behaviours as a result of a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. Behavioural difficulties may also reflect the challenges of communication, or the frustrations faced by children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties - who may have little choice and control over their lives. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome and schools have a duty to explore this vulnerability and provide appropriate support.

Behaviour that escalates and becomes difficult or dangerous may result from the impact of a child or young person being exposed to challenging or overwhelming environments, which they do not understand, where positive social interactions are lacking, and / or personal choices are limited. Children and young people exhibiting difficult or dangerous behaviours need support and differentiation of teaching and learning to have their needs met and to develop alternative ways of expressing themselves that achieve the same purpose but are more appropriate.

We use behaviour analysis to understand children and young people's needs and the causes of poor emotional wellbeing.

By anticipating situations that may cause distress, and agreeing the steps to address them, whilst assessing, managing and reducing risk it is possible to reduce the use of restraint or restrictive intervention.

We aim to reduce restrictive practices by the proactive use of risk reduction plans drawn up with the involvement of the child(ren) (or young person) and their parents. Co-produced risk reduction plans aim to better understand the experiences of parents and children as well as the agree the steps that should be taken to avoid escalation and promote emotional wellbeing.

Our Behaviour policy sets out the steps we will take as a school to ensure that we comply with the provisions of the Equality Act 2010.

2.	**DEFINITIONS**

The term **child** refers to all children and young people under the age of 18.

The term **physical intervention** is used to describe contact between staff and a child (or children) where no force is involved. (e.g. comfort, affirmation, facilitation)

The terms **restrictive intervention** and **restraint** are used interchangeably in this policy to refer to:

- planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently; and

- the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so).

In this policy restrictive interventions and restraint can include, depending on the circumstances:

- Physical restraint: a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person.

- Restricting a child or young person's independent actions, including removing auxiliary aids, such as a walking stick, or coercion, including threats involving use of restraint to curtail a child or young person's independent actions.

- Mechanical restraint: the enforced use of mechanical aids such as belts, cuffs and restraints forcibly to control a child or young person's individual movement.

- Withdrawal: removing a child or young person involuntarily from a situation which causes anxiety or distress to themselves and/or others and taking them to a safer place where they have a better chance of composing themselves. We also refer to this concept below as Imposed Withdrawal.

- Forceable seclusion: supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the containment of severely dangerous behaviour which poses a risk of harm to others.

Although it may not be necessary to make physical contact in cases of Withdrawal (Impose Withdrawal) or Forceable seclusion, these are still regarded as forms of restrictive intervention.

The term **difficult** used throughout this policy refers to behaviour that a child or young person displays that does not cause harm or injury. Staff may find these behaviours challenging.

The term **dangerous** used throughout this policy refers to behaviours that cause evidenced injury to self or others, damage to property, or committing a criminal offence.

The term **'parent'** used throughout this policy refers to all those with parental responsibility, including parents and those who care for the child (as defined in section 576 of the Education Act 1996). Where there is a Care Order in force (within the meaning of section 31 of the Children Act 1989), the local authority has the power to restrict the exercise by the child's parents of their parental responsibility, if the welfare of the child so requires.

3.   ACCEPTABLE FORMS OF PHYSICAL INTERVENTION

There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention with children or young people; however, it is crucial that this is appropriate to their professional role and in relation to the child's individual needs.

Occasions where staff may have cause to have physical intervention with a child may include:

- To comfort a child in distress (so long as this is appropriate to their age).
- For affirmation/praise (such as shaking hands, or gentle pat on the back).
- To gently direct a child or young person.
- For curricular reasons (for example in PE, Drama, etc).
- First aid and medical treatment.
- In an emergency to avert danger to the child.

Not all children feel comfortable with certain types of physical contact; this should be recognised and, wherever possible, adults should seek the child's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.

Staff should acknowledge that some children are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the child.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with a child, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and children takes place, staff must consider the following:

- The child's age and level of understanding.

- The child's individual characteristics and history.

- The duration of contact.

- The location where the contact takes place (it should not take place in private without others present).

- The purpose of the physical contact.

It is often appropriate for children to be given some physical contact and comfort, but this must always be offered with the following caution:

- Ensure there are other adults around and staff should be prepared to be accountable to them.
- Do not show favour to individual children.
- The area between a child's waist and mid-thigh or near the chest should not be touched in normal circumstances
- Where a child tries to become physically closer than appropriate, it is important they do not feel rejected, but are gently guided to a more appropriate behaviour by a positive suggestion.
- Cuddles/hugs should be short and side by side.
- Never kiss a child, and do not encourage children to kiss adults other than their parents.
- A school-age child should only sit on an adult's knee for a short time and for a specific reason such as following an injury, and not too close to the body.
- For younger children in EYFS, there is a greater need for a more nurturing environment where it may be more appropriate for closer physical contact during some activities. The above cautions still apply, except that sitting on a knee, or longer cuddles may be more acceptable.
- Where children require help with changing or toileting, the dignity of the child must be respected.
- Great care must be taken to ensure that all physical contact is specifically and only for the purpose of the operation being carried out.
- Children with additional needs that may require specific physical contact should have this identified in their medical plan or SEND plan.
- Wherever a member of staff feels uncomfortable about the way in which a child or staff member is using or abusing physical contact, even if this concern is small or uncertain, this must be immediately discussed with a member of the safeguarding team

Physical intervention must not become a habit between a member of staff and a child. Physical intervention should always be in the child's best interest and staff must have an awareness of children and young people who may not have secure primary attachments. Staff must have an awareness of the need to differentiate physical intervention to ensure that children or young people are able to distinguish and separate the attachment to staff (who are transient adults in their life) from the primary attachment to key adults such as parents and siblings.

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact **must not** be made with the child or young person's neck, breasts, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook / school code of conduct / staff behaviour policy and Safer Recruitment Consortium document, **Guidance for safer working practice for those working with children and young people in education settings (September 2019)** **http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml**

4.	RESTRAINT OR RESTRICTIVE INTERVENTIONS

Restraint or restrictive interventions may be used when all other strategies have failed, and therefore only as a **last resort**. All staff should focus on promoting a positive and proactive approach to behaviour and emotional wellbeing, including de-escalation techniques (appropriate to the child), to minimise the likelihood of, and avoid the need to use, restraint.

There will, however, be times when the only realistic response to a situation will be a planned restraint or restrictive intervention

Before implementing a planned restraint or restrictive intervention it is necessary to undertake a careful risk assessment. This will need to include a record of the child's needs (including their vulnerabilities, learning disabilities, medical conditions and impairments), evidence of the risks to self and others (Annex 4 – Audit of need) and the extent to which a restrictive intervention would be in the child's best interests.

If it is necessary to undertake a restrictive intervention, then staff should employ the planned and agreed approaches/techniques as set out in the child's individualised risk reduction plan (Annex 3 – Risk Reduction Plan).

The planned intervention will be based on the following principles: -

- The assessment of risk to safeguard the individual or others i.e. restraint will only be used where it is necessary to prevent the risk of serious harm, including injury to the child, other children, staff or the or the school community (as opposed to if no intervention or a less restrictive intervention was undertaken).
- An intervention will be in the best interests of the child - balanced against respecting the safety and dignity of all concerned.
- Restraint will never be used to force compliance or with the intention of: inflicting pain, suffering or humiliation.
- If restraint is appropriate then techniques used will be reasonable and proportionate to the specific circumstances and risk of seriousness of harm; they will be applied with the minimum force needed, for no longer than necessary, by appropriately trained staff.
- When planning support and reviewing any type of planning document that references restraint or restrictive interventions (such as risk reduction plans) children, parents and where appropriate (for example, where the child or parent/carer wants it) advocates should be involved.

In an emergency such as a child running into a road, or a child attacking a member of staff and refusing to stop when asked, then reasonable force may be necessary. This would be an unplanned intervention which: -

- requires professional judgement to be exercised in difficult situations, often requiring split-second decisions in response to unforeseen events or incidents where trained staff may not be on hand.

- will include judgements about the capacity of the child at that moment to make themselves safe.
- requires responses which are reasonable and proportionate and use the minimum force necessary in order to achieve the aim of the decision to restrain.

An unplanned intervention should trigger a multidisciplinary discussion to look at what support is needed to reduce the risk of future incidents. Staff should update and/or implement a new risk reduction plan depending on the circumstances of the unplanned incident.

Staff should not be expected to put themselves in danger and that removing other children and themselves from escalating situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for all children or young persons.

The circumstances when reasonable force may be used will need to meet the following criteria: -

- To prevent a child from committing a criminal offence (this applies even if they are below the age of criminal responsibility)
- To prevent a child from injuring themselves or others
- To prevent or stop a child or young person from causing serious damage to property (including their own property)

Legal defence for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate and necessary

Staff should have reasonable grounds for believing that restraint is necessary to justify its use. They should only use restraint where they consider it is necessary to prevent serious harm, including risk of injury to the child or young person or others. Staff should use their professional judgement to decide if restraint is necessary, reasonable and proportionate.

Since children are developing both physically and psychologically this makes them particularly vulnerable to harm. The potentially serious impact of restraint on their development requires that the child's best interests is the paramount consideration when reaching a decision on whether to, and how to, restrain a child. However, this does not mean that the child's best interests automatically take precedence over other considerations such as other people's rights, but they must be given due weight in the decision.

Deprivation of liberty or segregation

Deprivation of liberty is unlawful – unless sanctioned by process of law (Mental Health Act 1983, Mental Capacity Act 2005 – Deprivation of Liberty Safeguards) and / or by way of court order (inherent jurisdiction – or s16 Mental Capacity Act Order);
Mental Capacity Act Code of Practice:

https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice

5.	ASSESSING AND MANAGING RISKS

Staff will use the minimum force needed to gain safe outcomes.

Restrictive intervention which have any of the following 3 effects are wholly inappropriate:
- If there is a negative impact on the process of breathing
- The child feels pain as a direct result of the technique
- The child feels a sense of violation.

Clearly the use of a restraint technique that negatively impacts on a child's breathing presents a real risk of causing serious harm.

The following interventions have elevated risks and can result in a sense of violation, pain or restricted breathing and must be avoided:
- The use of clothing or belts to restrict movement
- Holding a person lying on their chest or back
- Pushing on the neck, chest or abdomen
- Hyperflexion or basket type holds
- Extending or flexing of joints (pulling and dragging)

The following can result in significant injury and must also be avoided:
- Forcing a child or young person up or down stairs
- Dragging a child or young person from a confined space
- Lifting and carrying
- Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency)

The principles relating to Restrictive Intervention are as follows: -
- Restrictive intervention will only be used in circumstances when one or more of the legal criteria for its use are met.
- Restraint or restrictive intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff will take steps in advance to avoid the need for restrictive Intervention through dialogue and diversion.
- The child will be warned, at their level of understanding, that restrictive intervention will be used unless they stop the dangerous behaviour.
- Staff will use the minimum force necessary to ensure safe outcomes.
- Staff will only use force when there are good grounds for believing that immediate action is necessary and that it is in the child's and/or other children's best interests for staff to intervene physically.
- Staff will be able to evidence that the intervention used was a reasonable response to the incident.
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses.
- As soon as it is safe, the restrictive intervention will be relaxed to allow the child to regain self-control.
- Escalation will be avoided at all costs.
- The age, understanding, and competence of the individual child will always be considered.
- In developing a risk reduction plan, consideration will be given to approaches appropriate to each child or young person's circumstance.
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing children or young persons and staff after every incident of restrictive intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

6.   DEVELOPING A RISK REDUCTION PLAN IN ALL SAINTS CE PRIMARY SCHOOL

If a child is identified as presenting a risk that restraint or restrictive intervention may be required, a risk reduction plan will be completed. This plan will help the child and staff to avoid situations that escalate through understanding the factors that influence the behaviour and identifying the early warning signs in an effort to manage and reduce risk.

The plan will include: -

- "Roots and fruits" to explore the link between experiences, feeling and behaviours (Annex 1)

- Anxiety mapping to understand the factors that underlie or influence the behaviour as well as the triggers for it (e.g. staff, peers, activity, location etc. Annex 2)

- Analysis of both conscious and subconscious behaviour with solutions and differentiation of environment or teaching and learning

- An understanding of the wider causes of behaviours - such as those that stem from medical conditions, sensory issues and unmet need or undiagnosed conditions.

- Recognition of the early warning signs that indicate that poor emotional wellbeing is beginning to emerge.

- Alternatives to restraint, including effective techniques to de-escalate a situation and avoid restrictive interventions.

- Details of the safe implementation of restraint, including how to minimise associated risks, particularly taking into account the growth and development of children and young people.

- Details of a communication plan with the children including for those who are non-verbal (including those with speech, language and communication needs).

- Co-produced with parents/carers and the child to ensure their views and experiences are considered.

- A dynamic risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens.

- Explanation of how to record any planned or unplanned interventions.

- How to find the record in school of risk reduction options that have been examined and discounted, as well as those used (Annex 5).

- A Clear description stating at which point a restrictive intervention will be used

- Identification of key staff who know exactly what is expected and how to build positive relationships

- A system to summon additional support if needed

- Identification of training needs or unresolved risk factors

[*A school may also need to take medical advice about the safest way to hold a child or young person with specific medical needs.]

Please refer to the Annex for a risk reduction plan format.

7.	TRAINING AND DEVELOPMENT OF STAFF

Guidance and training are essential in this area. We adopt the best possible practice in All Saints school and provide training for all staff at several levels including: -

- Awareness of issues for governors, staff and parents,

- Positive behaviour management - all staff

- Emotional well-being and trauma informed practices - all staff

- Managing conflict in difficult situations - all staff

Training and development play a crucial role in promoting positive behaviour and supporting those whose poor emotional wellbeing has the risk of becoming difficult or dangerous. Settings have a statutory responsibility to enable staff to develop the understanding and skills to support children and young people and help parents to secure consistent approaches.

Hertfordshire Steps is the foundation of our thinking and the umbrella that all other training sits within. Hertfordshire Steps training covers two distinct developmental areas:

"Step On" – **(De-escalation training)** It is considered best practice that all teachers, Teaching Assistants and Midday Supervisory Assistants complete this de-escalation training. 'Step On' is a therapeutic approach to behaviour management, with an emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-

escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

"Step Up" – **(Restrictive intervention training)** This provides training on elements of restrictive intervention (restraint) and personal safety. This training can only be provided within services where staff have already completed 'Step On' training and are still within certification. 'Step Up' training is only delivered where there is an identified need for an individual child who displays dangerous behaviour.

Additional training should be tailored to take account of the needs of the children and young people being taught and/or cared for and the role of the specific tasks that staff will be undertaking.

8.	RECORDING AND REPORTING

The use of a restraint or restrictive intervention, whether planned or unplanned (emergency), must always be recorded as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved in the incident, in a book with numbered pages. The written record should include:

- the names of the staff and child or young persons involved;

- the type of restrictive intervention employed;

- the reason for using a restrictive intervention (rather than non-restrictive strategies);

- how the incident began and progressed, including details of the child 's behaviour, what was said by all those involved, and the steps taken to defuse or calm the situation;

- the degree of force used, how that was applied, and for how long;

- the date and the duration of the whole intervention;

- whether the child or young person or anyone else experienced injury or distress and, if they did, what action was taken.

All records should be open and transparent and enable consideration to be given to the appropriateness of the use of restraint.

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are always effective and comply with the law.

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their schools or college's restraint arrangement.

The nominated governor is:

NAME: Dr Catherine Cusick, Co-Chair of Governors

9.	COMPLAINTS

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

ANNEX. 1.   Roots and Fruits

Analysis tool to explore behaviours, feelings and experiences

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences

Anxiety Mapping

Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time **Predict it**	Evidence of action **Prevent it**
Raised Anxiety	+2 - +5	These items overwhelm the pupil • • • • •	Planned Differentiation required to reduce anxiety • • • • •
	+2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • • •	Monitoring needed • • •
	-2 - -5	These areas have developed an over reliance • • •	Differentiation needed to reduce this over reliance • • •

ANNEX 3 Risk reduction plan

For assessing and managing foreseeable risks for child or young persons who are likely to need Restrictive Intervention

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

*Risks which score **6** or more (probability x seriousness) should have strategies listed on next page*

Individual Risk Reduction Plan

Name	DOB	Date	Review Date

Photo	Risk reduction measures and differentiated measures (to respond to triggers)

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator………………………………… Date ………………

Signature of Parent / Carer…………………………………… Date ………………

Signature of Young Person……………………………………Date………………

ANNEX. 4 Audited Need for identifying Restrictive Intervention or Restraint needs

Name	DOB	Age
How well equipped is the school/setting to manage the inclusion of this child or young person (position in circles)?		
Is the child or young person's 'Roots and Fruits' updated?		
Experiences affecting the child or young person		
Feelings affecting the child or young person		
Physical characteristics (height, weight, physical differences)		
Additional risk factors (medical or emotional diagnosis or needs, substance misuse etc.)		
Communication differences (visual or hearing impairment, adaptive communication)		
Is the child or young persons 'Individual Risk Reduction Plan' updated?		
Context or Triggers (high risk times, places, people, activities etc)		
De-escalation options to use (unusual strategies that are effective)		
De-escalation options to avoid (common strategies that have proved ineffective)		
Principle of 'last resort' why may de-escalation be ineffective (triggers are hidden, difficulty in communicating)		
Staff matching (who is best to de-escalate, who is safest for involvement with RPI)?		
Training needs (does anybody require additional training in de-escalation, RPI, Communication)?		

JUSTIFICATION (what harm will be prevented at what level)?
Environmental Risk Assessment (necessary changes chairs etc, limited access)
Student Shape (standing, seated on chairs, seated on the floor)
Adult shape (standing, kneeling, seated in chairs)
Destination technique (elbow tuck lone worker, elbow tuck figure 4, shield etc.)
Transitions (describe the 'messy' bits, taking hold, letting go etc.)
What makes it safe (reminders of detail)?
What makes it effective (reminders of detail)?
Social validity (how will it feel for the child; how will it look to others)?
Protective consequences (limits to freedom to CONTROL risk of harm)
Educational consequences (how are we going to TEACH internal discipline)
Unresolved risk factors (issues for management)

ANNEX 5 – Restrictive Intervention Record Form

Student Name:		Location of Incident:	

D.O.B:	

	Time and Date of Incident:	

Reporting Member of Staff:	

Justification for physical intervention (tick all that apply):		Predicted harm prevented by physical intervention with predicted levels (see Individual Plan) e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 child or young person's etc.)
To prevent harm to self	☐	
To prevent harm to other children	☐	
To prevent harm to adults	☐	
To prevent damage to property	☐	
To prevent loss of learning (see plan)	☐	

Incident Form/Book Complete	Y/N

Medical Treatment / Injuries	Y/N

Damage to Property	Y/N

Name(s) of additional staff witness:	Name(s) of additional student witness:

Unresolved Harm/ Details of damage to property (costs and details of harm to property and people including medical intervention:

Triggers:

Additional factors:

Management:		Comments:
How was the incident resolved?		
What were the Consequences? Protective and Educational		
Has student reparation/ de-brief taken place?	**Y/N**	
Has staff de-brief taken place?	**Y/N**	
Has the Risk Management plan been reviewed or updated?	**Y/N**	
Was there Police involvement?	**Y/N**	
Has there been Internal Exclusion / FTEX / PEX?	**Y/N**	

Primary de-escalation techniques used
(please state order in which they were used)

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	

Number	Description of how technique was employed
1	
2	
3	
4	
5	

Restraint techniques including sequence of techniques, time and staff involved:

Time	Technique	Shape	Staff name

Duration of restraint:	Duration of incident:

Is there any physical mark or harm caused by the use of restraint?	Y/N	Details:
Has the student indicated that this was caused by the use of physical intervention?	Y/N	Actions: ● ●

Incident reporting and monitoring
Incident reported to: Head Teacher by:
Parents / Carer informed by: @
Student wellbeing verified by: @
Staff wellbeing verified by: @
Incident form completed by: @

Verification of account of incident:		
Staff name	Staff signature	Date

Reporting staff name: _____ Signature: _____

Incident form coordinator check signature: _____ Date: _____