

## Safeguarding Practice Document

### Named People with Responsibilities:

Safeguarding Lead	Claire Hardisty
Deputy Safeguarding Lead	Fiona Banks
Back up CP Officer	Caroline Walsh
SENCO	Lisa Trembath
Pastoral Care (ELSAs)	Karen Farrer
	Sharon Bassett
	Michaela Surcombe
	Nadia Millinship
	Sarah Allen
	Lisa Syms
Named Governor	Glen Baird/ Lynn Smith
Senior First Aider/ Trip Coordinator	Caroline Walsh
Local Authority Designated Officer (LADO)	Simon White Tel: 307144
Gateway (Advice)	Tel: 307160
Social Care Hub (Assessment)	Tel: 305200
Plymouth Safeguarding Board	01752 307535
South West Child Protection Procedures	<a href="http://www.swcpp.org.uk">www.swcpp.org.uk</a>

### Context and Scope

1. Thornbury Primary recognises the contribution it can make to protect children and support pupils in our school. The aim of this policy is to protect children and to promote our pupils welfare, health and safety, and create an open, supportive ethos in which children feel valued and safe. Pupil welfare is of utmost importance.
2. This policy is consistent with the legal duty to safeguarding children, as described in the new document: Keeping Children Safe in Education, September 2016 and is within the guidelines from the Local Children's Safeguarding Board (LSCB).
3. We have a duty to protect children at risk of radicalisation and from extremism (PREVENT)
4. This policy applies to all staff, Governors, visitors and volunteers
5. The policy is on our school website, and in a handbook in each department. It is also displayed in the Reception area.
6. Where the Governing Body provides services under the supervision and management of school staff e.g. Sunshine Club, the same procedures apply. Where services are provided by an outside body, the GB should seek assurance in writing that the body has appropriate policies and procedures in place to safeguard children and there are procedures in place to liaise with the school where appropriate.

**School Commitment (How we will do this):**

The school has an open and supportive climate, whereby children are encouraged to have a voice. Pastoral care is a key part of our provision. Children are encouraged to share any concerns they have, and staff are trained to have a 'listening ear'.

*Our school will therefore:*

Create and maintain an ethos whereby children feel they have a voice, and understand their right to be kept safe and secure

Ensure that children know which adults they could speak to if they have a concern

Ensure that the curriculum actively promotes these principles, and the knowledge and understanding to empower children to help them stay safe

Make every effort to forge strong relationships with parents and carers

Seek specialist advice where appropriate

Work with other agencies to promote pupil wellbeing and safety.

Operate effective recruitment procedures

Provide regular training for all staff, governors, and volunteers

**Roles and Responsibilities - General**

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

There are, however, key people within the school and the Local Authority who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document.

**Roles and Responsibilities of the Governing Body**

*In accordance with the DFE document "Keeping Children Safe in Education," Sept 2016, the Governing Body will ensure the following:*

The school has a child protection, safeguarding policy and procedures in place, and the policies are made available to parents on the website, and in paper form on request.

The school operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, three Governors and other staff involved in the recruitment process as required have undertaken the Safer Recruitment Training. This training is also refreshed after the required period of time.

There are procedures for dealing with allegations of abuse against members of staff and volunteers, (available on the school intranet).

There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (this was called the "Designated Senior Person for Child Protection" but is now known as Safeguarding Lead.) Thornbury Primary's wider community may also refer to this as the Child Protection Officer.

Both the Safeguarding Leads undertakes Local Authority single agency training, and multi-agency training in addition to basic child protection training and have refresher training at least every two years. The Safeguarding Lead and Deputy Lead, also attend Lead Officer training and refreshers provided by the Local Authority.

The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date by refresher training every year; and ensures that new staff and volunteers who work with children are made aware of the school's arrangements for safeguarding, child protection and their responsibilities, including the Code of Conduct. This policy, and the Child Protection Policy will be shared every year, and new staff and volunteers are provided with these.

The government document entitled "Guidance for Safer working Practice for the Protection of Children and Staff in Educational Settings" is provided for all staff on induction.

Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.

The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager, Simon White.

Policies and procedures are reviewed annually, and information is provided to the Local Authority through the Annual Safeguarding Report on how the Governing Body discharges its duties regarding safeguarding and child protection.

There are two nominated members of the Governing Body who champion issues to do with safeguarding children and child protection within the school, liaise with the Safeguarding Lead, monitor practice, and provide information and reports to the Governing Body.

### **Roles and Responsibilities of the Headteacher**

The Headteacher of the school will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the Safeguarding Lead for Child Protection and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

## **Roles and Responsibilities of the Designated Senior Person for Child Protection**

The Safeguarding Lead/ Headteacher is the first point of contact for liaison with, and the provision of information to, the Local Authority, to fulfil the duty of the Governing Body in this regard. The role includes:

- Provision of information to the Local Authority and associated matters
- be the first point of contact with the Local Authority;
- provide information to the Local Authority on how the Governing body discharges its duties regarding safeguarding and child protection (see section on Roles and Responsibilities of the Governing Body above);
- liaise with the Governing Body and the Local Authority on any deficiencies brought to attention of the Governing Body and how these should be rectified without delay.

**(See KCSE Sept 2016 for detailed guidance)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

## **Safeguarding in the Curriculum**

*The taught curriculum, the 'Hidden curriculum' and ethos of the school provide an environment in which children can flourish and grow, so safeguarding them as children and later as adults. The curriculum is fluid, so allowing for current thinking e.g. mental health, to be given prominence as relevant.*

The following areas are among those explicitly addressed in PHSE, assemblies and in the wider curriculum

- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse
- E Safety / Internet safety
- Stranger danger
- Fire and water safety
- Road safety
- Domestic violence
- Self esteem
- Relationships and sex education
- Diversity
- Health and Wellbeing

## **Other Relevant Policies**

The Local Governing Body's legal responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Management
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint
- Inclusion and Special Educational Needs

- Trips and visits
- First aid and the administration of medicines
- Health and Safety
- Relationships and Sex Education
- Security
- Equal Opportunities
- Intimate care
- ICT Acceptable Use
- Extended school activities
- E-safety
- Recruitment
- Home school agreement
- Recruitment and Selection
- Awaiting LA policy on self-harm.

*The next section of this policy gives a brief overview of each policy; for the detail, each individual policy must be consulted.*

### **Recruitment and Selection of Staff (see Recruitment Policy)**

The school's processes conform to the DFE Guidance in KCSE 2016 (see link above)

If the school is asked to provide references for a member of staff about whom there have been concerns about child protection/inappropriate conduct, then they have a duty to make those concerns known.

The school maintains vigilance by adopting a code of conduct and having an induction process that includes elements on safeguarding. (The government document entitled "Guidance for safer working Practice for the protection of children and staff in educational settings" is provided for all staff on induction.

Application forms will be scrutinised carefully.

There will be a competency based selection procedure

On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training provided by the local authority.

### **Appointments of staff and induction of newly appointed staff and work placements**

All staff that are appointed to work in school have a criminal records search called an Enhanced DBS Check. This search highlights people who have a criminal record or if previous allegations have been made them. If staff are found to have a criminal record the appointment is reconsidered by the Headteacher and the Business Committee of the Governing Body, taking advice from the Local Authority 'LADO'.

The Headteacher, (or delegated to DHT or SLT member), sits on all appointment panels where the candidates are external applicants. The Headteacher and Deputy Head have undertaken the LA training on Safer Recruitment, and 3 Governors are also trained.

New staff are inducted into safeguarding practices. The mentor for newly appointed staff is the team leader, with exceptions to this for SCITT and NQTs/ students where a member of SLT or Student Mentor carries out an initial induction during the induction period.

It is the responsibility of all such mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

### **Induction of volunteers**

Volunteers must also attend an informal meeting with Head or Deputy, have Enhanced DBS clearance, and a satisfactory reference. The office performs this. Visitors who do not yet have clearance will not, under any circumstance be left alone with a child or group of children. Once the DBS has been requested, a List 99 check will be carried out. If this is clear, the adult may begin working in school under supervision. An agreement is signed to this effect. Volunteers are given a briefing by the HT or senior member of staff, and sign a code of conduct.

### **Health and Safety Policy**

The school has a health and safety policy, available on the school website. A paper copy of this policy is available to parents with 24 hours' notice. H&S issues are kept under continuous review, and all staff play a part in this, by reporting defects, loopholes, and also by taking due regard of their own H&S.

- Using the PIC folder the Headteacher, Local Authority PIC Adviser, Governors and Business Manager review the school and our procedures.
- Risk assessments are kept for all areas where staff and pupils work.
- Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.
- Health and Safety matters are considered at Department meetings and recorded in the HoD file.

There is also a critical incidents plan - **The Red Box Plan**, on the intranet, which details what staff and parents should do in the case of emergencies.

### **First Aid/ Medicines/ Children with Health Problems Policies**

In school there are always trained members of staff who oversee first aid. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book.
- For head injuries a Head Note is issued, and the parent informed at the end of the day in person or by phone.
- If there is any doubt at all a parent is contacted.
- If there is a serious concern, emergency services are called.

Children requiring medicines in school must have a parentally signed consent form. Only prescribed medicine is given to children following the official dispensing directions on the original packet or bottle. Children with medical conditions are noted in confidential files to each teacher, and those requiring possible emergency help, have their photograph and details behind the doors in each base.

### **Attendance**

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification by 10am on the day, the school has a policy of phoning home to ascertain each child's whereabouts. The school works closely with the Local Authority's Educational Welfare Officer whenever a child's attendance and/or punctuality cause concern. Attendance rates are reported each term to the LA, annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

### **Welcoming Visitors**

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police, already have relevant clearance by their own agencies (see LA guidance), and wear their own ID. Visitors wear a badge, sign in, and on the first visit are given the Safeguarding guidance to read and tick off on the signing-in sheet. Adults going into pupil areas are asked to put their phones in their cars, or in the front office. Course leaders such as adult learning tutors are asked to collect phones in the tutorial room. Staff are expected to challenge any person on the school grounds as to the purpose of their presence, or if they have any concerns. The member of staff opening the door to a visitor takes responsibility for them; i.e. not leaving them alone in Reception.

### **Behaviour Policy/ Pupil Discipline Including Anti Bullying Policy**

Good behaviour is essential in any community and at Thornbury Primary School we have high expectations for this. See our behaviour policy and anti-bullying policy. These detail the rewards and sanctions available to staff. Although the emphasis is on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children. Bullying is logged in the incident file in the front office.

We aim to create a calm, ordered environment, and positive climate for learning. Children are reminded of fairness, respect, and good manners. They are given the skills to solve some problems themselves, so providing them with lifelong skills. **All staff are responsible for all children.** Children are encouraged to accept the consequences for their behaviour, and also to make amends. There is a clear protocol on each wall, so helping children to understand the level of seriousness, and the relevant consequence. The behaviour policy includes a statement on physical restraint and there are further guidelines below.

### **Dealing with Racial incidents**

This policy ensures that we demonstrate a commitment to tackle inequality and racism in all of its forms. Incidents of racial abuse are logged in the incident file in the front office.

## **The Design of the Curriculum**

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education, discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there have to be appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios according to the type of visit, are maintained. The lead adult always assesses visits as to the level of risk and all trips are discussed with the Headteacher.

Assemblies are also used to explore important messages such as Firework safety and so on. Visiting speakers, with correct clearance or supervision, are always welcome into school so that they can give specialist knowledge to the children.

## **Equal Opportunities**

Our equality policy outlines the clear expectations to ensure that no individuals are discriminated against, and that children are educated about the rights and responsibilities of all. This principle is also explored through the curriculum e.g. in our Diversity whole school project. Any views of an extremist nature would be challenged and advice sought from the Local Authority according to the PREVENT guidance.

## **Photographing and videoing**

Parents consent to school taking photographs by signing a permission form on entry to the school. This covers photographic and video images used in school, the educational context and the public domain. Parents are required to sign a log when taking photographs or videos during a school event, such as a class assembly or Christmas performance.

## **Whistleblowing**

If member of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the Headteacher accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence so that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school follows the Local Authority's policy on Whistle Blowing. A paper copy of this can be made available at 24 hours' notice. Any concerns about the Headteacher should be reported immediately to Lynn Smith, Chair of Governors, who will seek advice from the LADO, Simon White.

## **Internet Safety and E Safety**

Children should be encouraged to use the internet, but at all times in a safe way. Parents are asked on entry to the school, if they agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If



teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay.

As Safeguarding Lead, the Headteacher has overall responsibility for internet safety. The DHT is the internet and email manager for school and has direct access to all email addresses and passwords.

The E-Safety policy guides teachers and pupils in the safe use of internet and mobile phone technology. Advice is given to parents via the newsletters about online safety. Parents are expected to support the school if there are issues relating to social networking, or if children report out of school access to inappropriate media such as 18 certificate films.

Advice would also be sought if a child was known to be viewing material of an extremist nature or that which is inciting violence against others.

### **Parents and Carers**

- The school works in partnership with parents and carers.
- The safeguarding handbook is kept in Reception, and there are notices on the parents' noticeboards about who the safeguarding leads are.
- Where there is conflict, for example, a parent not sticking to the agreement in a child protection plan, the school's ultimate responsibility is to the child.
- Parents are able to watch the sports clubs outside, but are expected to behave responsibly at all times.
- Parents and carers wait outside the front door for special assemblies and occasions, until a member of staff is available to take on stewarding duties
- Parents sign in for special occasions such as Open Day
- Parents reporting concerns about themselves, their children or families are supported wherever possible, through contact with HT / DHT and staff, referred to the MAST, or other agencies.
- Annual reminders are given to parents regarding the prohibition of use of the car park
- Parents are provided with health information via newsletters as required e.g. Norovirus, Swine Flu, headlice.
- Concert ticket numbers are based on what can be reasonably be accommodated to ensure safe evacuation.

### **Risk Assessments/ Visits**

These exist for the school premises, and for off-site activities. When using an outside provider, their risk assessment will also be used.

There is a trip and visit coordinator, Caroline Walsh and the HT can always advise on Risk Assessments

Our intention is not to make school risk free such that children do not have a worthwhile learning experience, or indeed never learn to judge risk, but to minimise risk where appropriate.

Where a child's behaviour is completely unreliable, the school reserves the right to prevent that child from going on a trip, or the parent may be asked to accompany and take responsibility for their child. Trip leaders carry mobile phones, so additional help can also be sought from school if necessary.

## Child Protection

### **Child Protection Policy (See policy for more details)**

The Designated Persons for Child Protection are Claire Hardisty and Fiona Banks. The designated governor are Mr Glen Baird/Lynn Smith. There is a detailed Child Protection Policy, on the school website, and available in hard copy from the school office with 24 hours' notice. It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. The safeguarding Governor, all governors and all staff have had appropriate child protection training, which is updated at least every two to three years. Staff have a yearly refresher. Comprehensive Safeguarding information is on the noticeboard behind the staffroom door.

### **What To Do If You Suspect that A Child is Being Abused**

Abuse is categorised into 4 areas: Emotional, Physical, Sexual and Neglect. Although some may be more emotive to different people, none is better or worse. As professionals you are responsible for being alert to the threat of child abuse, for being able to recognise the different forms of abuse and being familiar with procedures in our school. **Guidance, called "What To Do If You Suspect that A Child is Being Abused", with outline signs and symptoms is on the notice board in the staff room.**

### ***As soon as you have any concerns***

You need to share these with the Safeguarding Lead. We may ask you to complete a referral form or record these in your notebook, or take on that role ourselves. We also decide whether to make a referral to Children's Social Care (CSC), or call them the Advice line (Gateway) for informal advice. Please note that if you feel a referral should be made and we do not, then you can contact the Director for Lifelong Learning or CSC on 305200. This is to ensure that all concerns can be investigated. The key principle behind child protection or "Safeguarding" is **telling someone that you have concerns**. You should never be quiet, thinking that your piece of information is not important. Use the correct chain of command to report your concerns to the appropriate person, as you do need to **maintain confidentiality** beyond these persons.

### ***If you receive a disclosure***

Receiving a disclosure is your highest priority. You need to contact nearby colleagues to ask for cover of your class, for the SL to be alerted, and find a quiet and comfortable place for the child to continue talking. You will then require time afterwards to record the information and collect your thoughts. Receiving a disclosure can be very traumatic. Please refer to the Child Protection Policy or speak to HT/ DHT if you would like further support in what to say and how to behave. There is also a handy Government booklet, "What to do if you're worried a child is being abused",

All allegations of abuse by or complaints about a member of staff will be dealt with following the LA's procedure. A copy of this is available at 24 hours notice. For any complaints about the Headteacher, the Chair of Governors should be contacted directly. Staff need to be aware of the policies, 'Dealing with Allegations' and 'Whistle Blowing'.

## Appendix 1: Day to Day Practices

**Much** of what is every day practice in school safeguards our children. It is important that we continue these practices such as:

- ensuring younger children get to their parents at the end of the school day,
- checking with the parent/carer if someone arrives to collect a child that we are not expecting or forewarned about by the parent. Do not let the child go until permission has been sought directly from the parent.
- Not letting a child go with someone we have not met before
- not allowing children to open the front door,
- ensuring all visitors are signed in, given a badge and their attention drawn to the notices re safeguarding,
- ringing telephones are answered - it could be an important message regarding a child,
- completing the class notebooks/accident book
- informing senior member of staff if you have been involved in a situation that could be construed as breach of school practice
- informing senior member of staff if a child has breached school practice
- any staff receiving a message regarding the welfare of a child needs to pass it on immediately to the appropriate member of staff
- records of telephone calls with messages, need to be kept on the duplicated note pads, completed containing all the info, so there is a dated copy in the office

### ***School Building and Grounds***

- Report any defects to the Front Office. Take any urgent action required to make the area safe or to prevent pupils entering.
- The gates around school are now locked when school is in session; anyone entering here has to use the buzzer to the office, and can be seen from the Front Office.
- Be familiar with the fire call points and exits.
- In the first few weeks of the year, teachers talk to their children about emergency exits and how to get out if they are on their own for example when taking a message.
- Fire Marshalls in each base sweep the area to ensure no one is left inside and that doors are closed.
- When taking pupils outside, ensure they are supervised adequately, and that the area is safe from any dangerous items.
- On occasion, with the older children, the class may split and small groups of pupils may be undertaking work or investigations or challenges outside; in these cases, the teacher must stand in a central place, which the children are to report back to, issue clear instructions, and expectations. We believe to grow healthily and make good choices, that children must be able to develop some independence.
- Pupils do take messages and do jobs around the school. Therefore, they may be not directly under the eye of an adult. Pupils chosen to do these roles are reminded of H&S guidance, and have proved themselves trustworthy.
- Older pupils are allowed to stay in and work, or do tasks, if considered to be reliable, in twos or threes, and doing a safe task.

## Appendix 2: Physical Contact

Simplistically, physical contact can be classed as either positive or negative. As humans we use physical contact with each other, children we work with, and our own family. Contact is healthy, normal and appropriate. In a primary school it is important that this normality is preserved and modelled. However guidelines are needed for the following reasons:

1. in order to ensure compliance with policies such as Equal Opportunity and Health and safety.
2. to ensure consistency between staff
3. to protect children and staff.

### Positive Contact

Children naturally seek and give positive contact. No child should be dissuaded from these acts. As they become older, children learn of the appropriate nature of touch and become less likely to want hugs and more aware of appropriate actions. Staff members working with children need to be aware of their role in teaching and modelling positive contact- related to the **developmental stage** of each child, e.g. a hurt, crying Reception age child who reaches up to a teacher should receive reassuring positive contact- however a crying year 5 pupil may be anxious about the same response to the same injury.

### Negative Contact

Parents have a range of views about negative contact. As a school our response must satisfy all parents and the changing awareness of children as they mature. Negative contact or restraint can only be used in rare and extreme circumstances to protect the safety of the child, or another pupil or adult. If pupil safety is not involved, restraint is never appropriate. This protects staff members from allegations of assault. Staff do have the right to touch a child for example on the shoulder, when guiding to another place for example.

### Physical Contact Guidelines

1. Adults are not allowed to use physical contact as a sanction (smacks, pushes, pulls). It may be appropriate to hold the hand of a young pupil to divert her / him. But not prolonged or if the child pulls away strongly.
2. The use of positive handling can only be carried out by trained staff, or when threatened / actual physical violence is being shown to another pupil. (see guidance below)
3. The point that children become more aware of physical contact is around Year 3. It is therefore appropriate for physical contact (short hugs, close lean, hand holding) **initiated by the child**, to be used in Reception to Year 2, and thereafter as appropriate to the situation and the needs of the child. It should always be in a public environment. Staff members must manage innocent physical contact, initiated by pupils, quickly back to appropriate levels without making the child feel they are wrong.
4. Physical contact as a reward (beyond a light 'well done' pat on the shoulder, or high fives, shaking hands on first meeting or in assembly) should not be used for any child, unless defined in an IEP.

5. If the young person is considered to be vulnerable (emotionally, physically, developmentally) staff need to be particularly vigilant regarding physical contact. (Appropriate to occasion/ frequency/ public view)
6. NB: we have some pupils who due to their sensory needs do need some touch, and this would be on their IEP. Any child regularly being 'needy' of affection from an adult needs to be referred to the DHT or HT.
7. No physical contact should be used if the member of staff is alone with the child.

## Appendix 3: Stressful Pupil Issues

Occasionally we have to deal with pupils who behave in an extreme verbally or physically aggressive manner. In order to avoid allegations relating to abuse against staff I want this memo to clearly state what staff should do in these extreme situations, particularly in order to clarify the use of restraint.

### Extreme Verbal Behaviour to Another Pupil

- Never shout as this will increase their response
- Ask the child, using her or his name, to please move to a safe place e.g. spare base.
- If there is a refusal, repeat the request and send a child for member of SLT saying 'Red card incident'
- If HT attends they may decide physical force or restraint is needed and would send for support
- The most likely response will be that the HT may ask you and the class to leave to another place while the child is calmly removed, and you are subsequently notified that you may return.
- Write down the words and manner in which they were delivered

### Extreme Verbal Behaviour to Staff

- Do not respond to their aggression with questioning; seek a colleague, arrange cover and come directly to HT. If the child is in confrontation with other children, ask the person covering to follow the sequence above for verbal behaviour to another pupil.
- Take some time to write down what happened and come and talk to HT

### Extreme Physical Behaviour to Another Pupil

- This area requires a rapid assessment of the level of risk that pupils face. If there is significant risk (scissors, knife, implement) ONE strong volume (not a shout or scream) of the child's name to interrupt is appropriate (continued or increasing is not). Continued risk warrants restraint of the hand holding the implement. Do not step in between to restrain or you become at risk. Unless you have recently received positive handling training, there are no other times when you should.
- Using the child's name, politely ask them to stop trying to use the implement, do not drag away or move or force down. Continue the restraint if no response, TA to remove rest of children if safe to do so. TA to send for reinforcements from partner class to send for SLT immediate response. Continue the restraint if no response. If there is a response you need to stop the restraint as soon as there is no threat.

### Extreme Physical Behaviour to Staff

- Do not respond to their aggression with questioning, come directly to HT. You may need to walk quickly, seek a colleague to arrange cover when it is safe to do so, and if the child is in confrontation with other children ask the person covering to follow the sequence above for physical behaviour to another pupil.
- Take some time to write down what happened and come and talk to HT.

Please note that **threatened** physical behaviour to yourself does not warrant restraint from you unless other pupils are at risk, or you are subsequently being attacked and you need to protect yourself.

The watch word is: what is **REASONABLE?**