



ALL SAINTS C of E PRIMARY SCHOOL AND NURSERY

PARSONAGE LANE, BISHOP'S STORTFORD

CM23 5BE

Headteacher

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www.allsaints.herts.sch.uk

SCHOOL 212

CHILD PROTECTION HANDBOOK

This document has been prepared for the use of the school's staff and they are required, by law, to read most parts of it. 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.

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STAFF CODE OF CONDUCT



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STAFF BEHAVIOUR POLICY (CODE OF CONDUCT)

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/students 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.

1. Setting an example

- 1.1 all staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students. 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/students 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 / students

- 2.1 staff have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse and neglect
- 2.2 the duty to safeguard pupils/students includes the duty to report concerns about a pupil/student or colleague to the school's Designated Senior Person (DSP) for Child Protection
- 2.3 the school's DSP is *Heidi Otranen* and the *Deputy DSP* is *Alison Brooks*.
- 2.4 staff are provided with personal copies of the school's Child Protection Policy and Whistleblowing Procedure and staff must be familiar with these documents
- 2.5 staff should treat children with respect and dignity and must not seriously demean or undermine pupils, their parents or carers, or colleagues
- 2.6 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
- 2.7 staff must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare

3. Relationships with students

- 3.1 staff must declare any relationships that they may have with students 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 1 of this document
- 3.2 relationships with students must be professional at all times, physical relationships with students are not permitted and may lead to a criminal conviction
- 3.3 contact with students must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students
- 3.4 if contacted by a student by an inappropriate route, staff should report the contact to the headteacher immediately

4. Pupil / student development

- 4.1 staff must comply with school policies and procedures that support the well-being and development of pupils / students
- 4.2 staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils / students
- 4.3 staff must follow reasonable instructions that support the development of pupils/students

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. For further information see the Model 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.

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 particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable
- 6.3 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

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 schools' E-Safety and ICT Acceptable Use Policy 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 students either with their own profile or acting covertly

7.4 contact with students should only be made via the use of school email accounts or telephone equipment when appropriate

7.5 photographs/stills or video footage of students 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/students 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/student

8.2 all staff are likely at some point to witness actions which need to be confidential. For example, where a pupil/student is bullied by another pupil/student (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/student'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/student. Staff must **never** promise a pupil/student that they will not act on information that they are told by the pupil/student

9. Dress and Appearance

9.1 all staff must dress in a manner that is appropriate to a professional role and promoting a professional image

9.2 staff should dress in a manner that is not offensive, revealing or sexually provocative

9.3 staff should dress in a manner that is absent from political or other contentious slogans.

10. Disciplinary action

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

11. Compliance

All staff must complete the form in appendix 2 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

When using any form of ICT, including the Internet, in school and outside 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 should be checked daily, as a minimum on working days or every other day if one day is particularly busy
- you have a duty to report any eSafety incident which may impact on you, your professionalism or the school

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.

Employee name	Student 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

Appendix 2

Confirmation of compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name

Position/Post Held.....

Signed

Date

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

WHISTLEBLOWING POLICY



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WHISTLE BLOWING POLICY

1. Introduction

This policy and procedure has been produced in consultation with the professional associations/trade unions and is recommended for adoption by HfL. For schools that subscribe to the Schools' HR advisory service an HR adviser is always available to provide guidance in relation to the implementation of this policy.

This policy and procedure applies to all employees (which throughout this policy and procedure includes workers) and governors. Other individuals performing functions in relation to the organisation, such as contractors, should have access to it.

It is important to the school that any fraud, misconduct or wrongdoing by employees or governors of the school is reported and properly dealt with. The governing body will, therefore, respond to all individuals who raise any genuine concerns that they may have about the conduct of others in the school, **which are in the public interest**. This policy and procedure sets out the way in which individuals may raise any concerns that they have and how those concerns will be dealt with.

- 1.1 the school expects the highest standards of conduct from all employees and governors and will treat seriously any concern raised about illegal or improper conduct
- 1.2 any individual covered by this policy will be expected, through agreed procedures and without fear of recrimination, to bring to the attention of the Headteacher (or the chair of governors if the concerns relate to the Headteacher) any serious impropriety or breach of procedure.
- 1.3 employees who do not follow the steps identified in this procedure or other agreed internal procedures, and take their concerns to other outside sources (e.g. the press), may be subject to a formal disciplinary investigation
- 1.4 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 any time limits as appropriate in any case

2. Background

The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee 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 legal obligation
- a concealment of any of the above

is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed, - a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school's responsibility to ensure that an investigation takes place:

- 2.1 where the concerns are about **safeguarding children or young people**, the school's designated senior person for Child Protection must be notified (see 7 below).
- 2.2 it is a procedure in which the Headteacher or chair of governors will be expected to act swiftly and constructively in the investigation of any concerns in accordance with the school's disciplinary procedure
- 2.3 concern about a colleague's professional capability should **not** be dealt with using this policy (but see section 7 below).

3. When should it be used?

This policy and procedure is for disclosures about matters other than a breach of an employee's own contract of employment. If an employee is concerned that their own contract has been, or is likely to be, breached he/she should use the school's grievance procedure.

Where a disclosure is merely an expression of opinion that fails to show that a legal obligation has been or is likely to be breached, it **cannot** amount to a protected or qualifying disclosure for the purposes of the whistleblowing legislation.

Recent changes to the law - A qualifying disclosure means any disclosure of information that in the reasonable belief of the worker is made in the public interest. This is why an employee will generally be precluded from being able to 'blow the whistle' about breaches of his or her own employment contract. The requirement that a whistleblower make a qualifying disclosure 'in good faith' has been removed. Therefore, while the employer can seek a declaration from the whistleblower that he or she is not knowingly making a false allegation, disciplinary action is likely to be appropriate only where there is clear evidence that the employee has misused this policy.

- 3.1 this policy and procedure is not designed to replace or be used as an alternative to the school's grievance procedure, which should be used where an employee is only aggrieved about their own situation. This policy and procedure will also not apply where the employee simply disagrees with the way the school is run
- 3.2 employees must have reasonable grounds for believing the information they have is accurate and not just idle gossip or rumour

- 3.3 an employee who makes such a protected disclosure has the right not to be subjected to detrimental treatment which includes, dismissal, disciplinary action, threats or other unfavourable treatment, because he/she has made a disclosure, provided it has not been made maliciously. Any employee who uses this policy and procedure will not be penalised for doing so. The employer will not tolerate harassment and/or victimisation of any employee raising concerns
- 3.4 an employee who is not sure whether the conduct he/she is concerned about does constitute illegal or improper conduct or is unsure about how to proceed may contact the Herts for Learning head of HR - (details in section 8) or professional association/trade union
- 3.5 financial regulations require that any suspicion of fraud, corruption or other financial irregularity is reported to Internal Audit for possible investigation. Normally an employee must first report any suspicion of such an irregularity to the Headteacher or chair of governors (but see section 5), who will in turn report it to Internal Audit. Similar principles apply to academies where the Funding Agency must be informed.

4. Principles

- 4.1 any matter raised under this policy and procedure will be investigated thoroughly, promptly and confidentially. 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
- 4.2 no employee will be victimised for raising a matter under this policy. This means that the continued employment and opportunities for future promotion or training of the employee will not be prejudiced because he/she has raised a legitimate concern
- 4.3 victimisation of a worker for raising a qualified disclosure will be a disciplinary offence
- 4.4 if misconduct is discovered as a result of any investigation under this policy the matter will be considered under the school's disciplinary procedure, in addition to any appropriate external measures
- 4.5 maliciously making a false allegation is a disciplinary offence
- 4.6 an instruction to cover up wrongdoing is in itself a disciplinary offence. If told not to raise or pursue any concern, even by a person in authority, employees should not agree to remain silent

5. Procedure

- 5.1 in the first instance, unless the employee reasonably believes their Headteacher to be involved in the wrongdoing, any concerns should be raised with the employee's Headteacher. If he/she believes the Headteacher to be involved, then the employee should proceed straight to stage three (see below 5.3)
- 5.2 the Headteacher/chair of governors will arrange an investigation into the matter (either by investigating the matter himself/herself or immediately passing the issue to someone in a senior position). The investigation may involve the employee and others involved giving written statements. Any investigation will be carried out in accordance with the principles set out above.

Employees who want to use the procedure but feel uneasy about it may wish to consult their professional association/trade union initially and bring a colleague professional association/trade

union representative along to any discussions. This is permitted as long as the third party is not involved in the issue

Employees are not encouraged to make disclosures anonymously. Proper investigation may be more difficult or impossible if further information cannot be obtained from the employee. It is also more difficult to establish whether any allegations are credible. Employees who are concerned about possible reprisals if their identity is revealed should come forward to one of the contacts listed in section 8 of this policy and appropriate measures can be taken to preserve confidentiality although no guarantee can be given that this will always be possible

- 5.3** the Headteacher (or the person who carried out the investigation) will then report to the chair of governors/governing body who will take the necessary action, including reporting the matter to any appropriate department or regulatory agency. If disciplinary action is required this will be taken forward by the Headteacher/chair of governors/governing body in consultation with the School's HR advisory team. On conclusion of any investigation, the employee will be told the outcome of the investigation and what the next steps will be (subject to issues of confidentiality). If no action is to be taken the reason for this will be explained

If the employee is concerned that their Headteacher is involved in the wrongdoing, has failed to make a proper investigation or has failed to report the outcome of the investigation, he/she should inform the Herts for Learning, head of HR. The aim of this policy and procedure is to provide an internal mechanism for reporting, investigating and remedying any wrongdoing in the school. In most cases employees should not find it necessary to alert anyone externally and employees are strongly advised to seek advice before reporting a concern in this way. Employees who feel unable to follow this route, for whatever reason, have the option of contacting one of the following:

- HM Revenue and Customs
- The Financial Services Authority
- The Office of Fair Trading
- The Health and Safety Executive
- The Environment Agency
- The Director of Public Prosecutions
- The Serious Fraud Office
- The Education Funding Agency
- The Department for Education
- The National College for Teaching and Leadership

6. What should be done if an issue is raised with a member of staff?

- 6.1** if a member of staff, other than the Headteacher, is approached by a colleague on a matter of concern as defined in this document, he/she is advised to take the matter to the Headteacher (but see 5).

7. Safeguarding children and young people

- 7.1** separate to the obligations under this policy, all employees have a duty to report concerns about the safety and welfare of pupils/students

- 7.2** concerns about any of the following should be reported to the school's designated senior person for Child Protection (DSP):

- physical abuse of a pupil/student
- sexual abuse of a pupil/student

- emotional abuse of a pupil/student
- neglect of a pupil/student
- an intimate or improper relationship between an adult and a pupil/student

7.3 the reason for the concern may be the actions of a colleague (including a more senior colleague), a governor, another pupil/student or someone outside the school. Whatever the reason, concerns must be reported. Failure to report a Child Protection related allegation will be in itself, a disciplinary matter.

Generally

The legislation protecting individuals who makes a protected disclosure applies not only to employees, but also to any person who undertakes to do or perform personally (or otherwise) any work or service for the employer, regardless of the nature of the contractual relationship between them.

Section 43J of the Employment Rights Act 1996 provides that a settlement agreement made between an employee and employer cannot prevent future protected disclosures.

Any confidentiality obligations in contracts of employment that would prevent an employee making a protected disclosure will be void.

8. Contacts

Herts HR (HCC)

Assistant Director
Tel: 01992 556653

Herts for Learning

Head of HR
Tel: 01438 844873

Legal, Member & Statutory Services

Chief Legal Officer
Tel: 01992 555527

County Internal Audit

Head of Assurance Services
Tel: 01438 845502

Or via your professional association or trade union representative.

A Comment on 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 that it is a legal requirement that the parent or carer notify the Local Authority that 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.

RESTRICTIVE PHYSICAL INTERVENTION POLICY



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RESTRICTIVE PHYSICAL INTERVENTION IN SCHOOL

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. Schools and settings should ensure if they have commissioned training packages other than Steps that this policy is amended to ensure it is consistent with the principles and ethos of those packages. 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.

Hertfordshire Steps training

Hertfordshire Steps training covers two distinct developmental areas:

"Step On" – (De-escalation training) It is considered best practice that all teachers, TA's and MSA's 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 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, Equal Opportunities, and Pastoral Care.

1. INTRODUCTION

In All Saints CE Primary School and Nursery we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of restrictive physical intervention be needed. On such occasions, only acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for managing difficult and dangerous behaviour in relation to the whole school, each class, and individual pupils.

All school staff need to feel that they are able to manage behaviour, and to have an understanding of what difficult or dangerous behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

2. ACCEPTABLE FORMS OF PHYSICAL INTERVENTION IN ALL SAINTS CE PRIMARY SCHOOL AND NURSERY

"Physical intervention" (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment

- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when Restrictive Physical Intervention is warranted (See Below)

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

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

- The pupil's age and level of understanding
- The pupil'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)

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact shall not be made with the pupil's neck, breasts, abdomen, genital area or any other sensitive body areas, or to put pressure on joints. It must not become a habit between a member of staff and a particular pupil. Physical intervention should be in the pupil's best interest and should only be used with an awareness of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

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 2015)

http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

3. DEFINITION OF "RESTRICTIVE PHYSICAL INTERVENTION"

"Restrictive Physical Intervention" (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a

teacher or other adult authorised by the Headteacher has a duty to use “reasonable force” to control or restrain pupils in circumstances that meet the following legally defined criteria.

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

There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of Restrictive Physical Intervention also includes the use of mechanical devices (eg splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion, use of locked doors or changes to a pupil’s environment. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

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

- Reasonable, proportionate and necessary
- In the best interest of the young person

This document takes into account DfE Guidance on Use of Reasonable Force July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

4. WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE IN ALL SAINTS CE PRIMARY SCHOOL AND NURSERY

Restrictive Physical Interventions may be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However there are other situations when restrictive physical intervention may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION IN ALL SAINTS CE PRIMARY SCHOOL AND NURSERY

The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of pupils, and must be aware of this policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head has lawfully placed an adult in charge of pupils then that adult will be entitled to use Restrictive Physical Intervention

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky 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 the pupils.

Names of authorised staff groups: Teachers, Teaching Assistants, Midday Supervisory Assistants, Office Staff, Caretaker

5. PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN ALL SAINTS CE PRIMARY SCHOOL AND NURSERY

Staff will use the minimum force needed to restore safety and appropriate behaviour. When considering the use of Restrictive Physical Intervention there are only 3 components that can be judged as wrong.

- If there is a negative impact on the process of breathing
- The pupil feels pain as a direct result of the technique
- The pupil feels a sense of violation

Elevated risks

The following can result in a sense of violation, pain or restricted breathing

- 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:

- Forcing a pupil up or down stairs

- Dragging a pupil 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 Physical intervention are as follows:-

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- Staff will only use force when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupils' best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the dangerous behaviour
- Staff will use the minimum force necessary to ensure safe outcomes
- Staff will be able to show 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 Physical Intervention will be relaxed to allow the pupil to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupil will always be taken into account
- In developing a risk reduction plan, consideration will be given to approaches appropriate to each pupil's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical 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 AND NURSERY

If a pupil is identified for whom it is felt that Restrictive Physical Intervention may be a likely result, then a Risk Reduction Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:-

- Involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- A record to be kept in school of risk reduction options that have been examined and discounted, as well as those used (Annex – Roots and fruits)
- Techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- Ensuring a system to summon additional support
- Identifying training needs

Please refer to the Appendix for a risk reduction plan

7. GUIDANCE AND TRAINING FOR STAFF

Guidance and training are essential in this area. We need to adopt the best possible practice in All Saints CE Primary School and Nursery and recognise that it is essential that it is arranged for all staff at a number of levels including :-

- Awareness of issues for governors, staff and parents,
- Behaviour management techniques for all staff
- Managing conflict in challenging situations - all staff

Recording and reporting

The use of a Restrictive Physical 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 indicate:

- The names of the staff and pupils involved
- The reason for using a Restrictive Physical Intervention (rather than another strategy)
- The type of Restrictive Physical Intervention employed

- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- The date and the duration of the intervention
- Whether the pupil or anyone else experienced injury or distress and, if they did, what action was taken

Training in practical techniques of Restrictive Physical Intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an accredited Hertfordshire Steps trainer.

(NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).

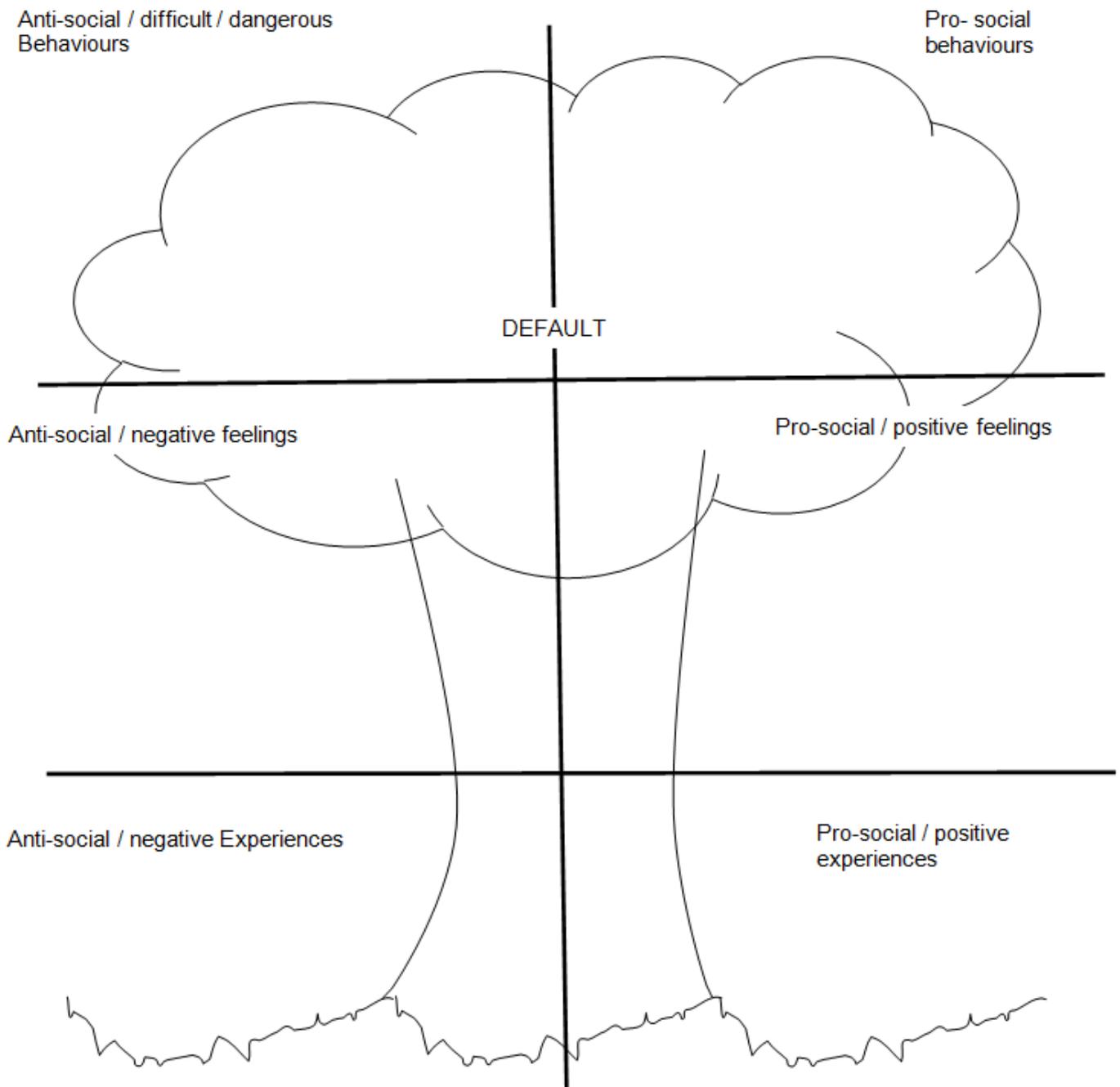
8. COMPLAINTS

It is intended that by adopting this policy and keeping parents and governors informed we can avoid or minimise the likelihood of any complaints being made. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

ANNEX. 1. Analysis tool to explore behaviours, feelings and experiences

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



ANNEX. 2 Audited Need for identifying Restrictive Physical Intervention or Restraint needs

Name	DOB	Age
How well equipped is the school/setting to manage the inclusion of this pupil (position in circles)?		
Is the pupil's 'Roots and Fruits' updated?		
Experiences effecting the pupil		
Feelings effecting the pupil		
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 pupils '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. 3. Risk reduction plan

For assessing and managing foreseeable risks for pupils who are likely to need Restrictive Physical Intervention

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

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

Name	DOB	Date	Review Date
------	-----	------	-------------

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

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 pupils etc.)
To prevent harm to self	<input type="checkbox"/>	
To prevent harm to other children	<input type="checkbox"/>	
To prevent harm to adults	<input type="checkbox"/>	
To prevent damage to property	<input type="checkbox"/>	
To prevent loss of learning (see plan)	<input type="checkbox"/>	

Incident Form/Book Complete	Y/N
------------------------------------	-----

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

Medical Treatment / Injuries	Y/N
-------------------------------------	-----

Damage to Property	Y/N
---------------------------	-----

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	Y/N	Details:	Verification of account of incident:		
Incident reporting and monitoring					
Incident reported to: Head Teacher by:	Y/N	Actions:	Staff name	Staff signature	Date
Has the student indicated that this was caused by the use of physical intervention?	@	•			
Parents / Care informed by:	@	•			
Student wellbeing verified by:	@				
Staff wellbeing verified by:	@				
Incident form completed by:	@				

Reporting staff name: _____

Signature: _____

Incident form coordinator check signature: _____

Date: _____

Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training completed

Evaluation of risk reduction Plan and School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		

Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:

Title:

.....

.....

Date:

.....

[Adapted from DfE document]