

# THORNWELL PRIMARY SCHOOL AND NURSERY UNIT



## Policy for Safeguarding and Child Protection

Headteacher: Mr T Appleby  
Chair of Governors: Mrs B Rashad  
Challenge Advisor: Mr D Taylor  
Next Review Date: September 2025

## THORNWELL PRIMARY SCHOOL AND NURSERY UNIT SAFEGUARDING POLICY

When the government published "Every Child Matters" it raised 5 key issues that were deemed essential in the complete development of each and every child, in that we have a duty to ensure that each child:

- Stays safe
- Is healthy
- Is able to enjoy and achieve
- Is able to achieve economic well-being
- Makes a positive contribution

There was a clearly stated need that, while each area of society has an important part to play in child development, schools must embrace the document both individually and collaboratively. The government has published a policy "Safeguarding Children" (DfES/027/2004) and this school has used this in formulating its own safeguarding statement.

### **Thornwell Primary School and Nursery Unit Safeguarding Children Statement**

At our school the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. We therefore have to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place.

Our school fully recognises the contribution it can make to protect children from harm and in supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

## **Our Ethos**

Our school will establish and maintain an ethos where our pupils feel secure, are encouraged to talk and are listened to. Children at our school will be able to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something.

All staff and regular visitors will, through training or induction, know how to recognise a disclosure from a child and will know how to manage this. We will not make promises to any child and we will not keep secrets. Every child will know what their chosen adult will have to do with whatever they have been told.

Thornwell Primary School and Nursery Unit will endeavour to provide activities and opportunities in the PHSE curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

Our policy applies to all pupils, staff, parents, governors, volunteers and visitors.

## **Procedures**

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy and told who our DSP (Designated Senior Professional for Safeguarding) is and which other members of staff belong to the safeguarding team. They will be given essential safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child and issues of confidentiality.

The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the DSP.

All regular visitors and volunteers to our school will be told where our policy is kept, they will be asked to read our safeguarding procedures, and told who our DSP and safeguarding team are.

When new pupils join our school, all parents and carers will be informed, via our Parent Handbooks, that we have a safeguarding policy. This will be offered to parents should they request a copy. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to social services.

### **The Health and Safety Policy**

The school has a health and safety policy, which is monitored regularly by the relevant committee of the school governors. The Headteacher, and the Governors oversee the policy. Any concerns from staff are reported to either of above who carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment. There is also a critical incidents plan that details what staff and parents should do in the case of emergencies. See also: policies for Health & Safety and Fire.

### **First Aid**

In school there are always trained members of staff who volunteer to 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 and a slip is sent home

- For head injuries and any others causing concern, a parent/guardian is always contacted and asked to attend school to view the child

School policy is that apart from in exceptional circumstances members of staff will not administer medicines. Staff will supervise children whilst they self administer. For the majority of medicines, however, a dose before and after school is perfectly adequate. Naturally the parents should consult doctors before giving any form of medication. For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or a member of the safeguarding team. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. In rare circumstances the school nurse will be contacted as a matter of utmost urgency before the parent.

### **Site security**

Thornwell Primary School is a secure site, but the site is only as secure as the people who use it, and therefore all people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Gates are locked and unlocked by the caretaker ensuring they are locked between **9.15 and 3.25**
- Visitors must only enter through the main entrance and after signing in at the office. They will be issued a visitor lanyard ID on entry. If any visitor is seen on site without a lanyard, they must be escorted to reception to ensure the site has permitted the visit.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Then parents and police will be informed of the circumstances.

### **Attendance**

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone. If there is no notification school has a policy of phoning home to ascertain each child's whereabouts (First Day Callout). The school works closely with the Authority's Welfare officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LA, annually to the government and to all parents. The school will take action against persistent poor attendance.

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.

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

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for our children. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with our children.

All staff appointed will be subject to safe recruitment procedures in accordance with the Local Authority Safe Recruitment policy.

Volunteers are subject to the Safe Recruitment of Volunteers procedures and these details are stored on the Local Authority's Kinetic system.

Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will check this before admittance.

All adults who come into contact with children will be made aware of the steps that will be taken if an allegation is made. Neither the Headteacher nor any other member of school staff will investigate these matters. We will seek and work with the advice that is provided by the Local Authority.

All allegations of abuse by or complaints about a teacher, must be reported to the Headteacher. Should an allegation be made against the Headteacher, this should be reported to the Chair of Governors, Gary Nicholas who should be contacted directly. If he is not immediately available then contact Heather Heaney the Local Authority Safeguarding Lead.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

These are sensible steps that every adult should take in their daily professional conduct with children.

### **Safe Restraint**

Staff are discouraged from handling children, but when they deem it is safest to do so all permitted members of staff are trained in Positive Handling so that they do not harm either themselves or others.

All staff will have access to and be expected to know our school's policy for safe restraint (Team Teach). There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.

This school follows DfES guidelines 10/98 which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment. Nearly all staff have received Team Teach Positive Handling training. See MCC adopted model policy on use of reasonable force appendix

## **Training**

Every member of staff will undertake Level 1 safeguarding training every two years with annual updates in staff meetings. The Safeguarding Team, who may be in a position of making referrals or attending child protection conferences or core groups attend Level 2 safeguarding training.

Our governing body will also undertake appropriate Level 1 training to ensure they are able to carry out their duty to safeguard all of the children at our school.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance.

### **-Keeping Learners Safe**

<https://gov.wales/sites/default/files/publications/2018-11/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act-2002.pdf>

**-Safeguarding Children in Education: handling allegations of abuse against teachers and other staff.** <https://gov.wales/sites/default/files/publications/2018-11/safeguarding-children-in-education-handling-allegations-of-abuse-against-teachers-and-other-staff.pdf>

The Head teacher, as the Designated Senior Person, should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school.

## **Records and Monitoring**

If we are concerned about the welfare or safety of any child all adults in school will share this with a member of the safeguarding team. The concern will be recorded on MyConcern, a secure online recording system. Copies of referrals, invitations to child protection conferences, core



groups and reports will be stored electronically and password protected. Paper copies relating to Child Protection are kept in a locked location. The key is only available to members of the safeguarding team.

If a child leaves our school we will ensure that our DSP makes contact with the senior designated person at the following school and the file will be forwarded. We will do all we can to ensure the receiving school has the most relevant and up to date information about the child.

### **The Design of the Curriculum**

The curriculum deals with safeguarding in two ways. 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 has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the EWC and Headteacher. Visiting speakers, with correct clearance, are always welcome into school so that can give specialist knowledge to the children.

Refer to individual curriculum subject policies, school trips and visits policy.

### **Internet Safety**

Children should be encouraged to use the internet in a safe way. Pupils are never left unattended whilst online and teachers ensure that this does not happen. If teachers know of misuse, either by another teacher or child the issue should be reported to the Headteacher without delay. As DSP the Headteacher has overall responsibility for internet safety.

### **Equal opportunities**

Within the school prospectus and every policy document there is a statement for equal opportunities which asserts that Thornwell School ensures that equal opportunities are available for everyone, regardless of sex, class and ethnic group or ability range. Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this.

### **Behaviour Policy**

Good behaviour is essential in any community and at Thornwell we have high expectations for this. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children. There are numerous rewards available to children:

- Stickers
- Showing another teacher good work
- Certificates
- Headteacher's award certificates
- Gold Cards

The sanctions range from:

- Red Cards
- Time out
- Loss of playtime and/or lunchtime play
- A phone-call and/or letter home
- Exclusion

Refer to Behaviour policy

### **Anti Bullying Policy**

The Thornwell definition of bullying is: "A systematic and extended victimisation of a person or group, by another or group of others." The school's response to this is unequivocal. Adults must be informed immediately and action will take place. Children are told that silence is the bully's best friend. Although bullying in this school is rare the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated. There is a more detailed Anti-bullying Policy.

### **Race Equality**

Along with the equal opportunities policy there is also a Race Equality Policy. We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism.

The children take part in discussions designed to raise awareness and address prejudices. From time to time, visitors work with the children also. All protected characteristic incidents are reported to the Local Authority on a monthly basis and to the Governing Body as and when they might arise.

### **Web site, Photographing and videoing**

There has been a lot of controversy about adults photographing and filming young people. The concerns are genuine, however we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

- Parents consent to school taking photographs by signing a permission slip. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.

Refer to Photography Policy

The School operates the following policy on its website regarding the use of photographs, to ensure the privacy and safety of pupils at the school:

1. Parental permission is sought
2. Where a pupil is named, no photograph of that pupil is displayed;
3. Where a photograph is used which shows a pupil, no name is displayed.

By observing these points, the school ensures that visitors to the website cannot link images of pupils to names of pupils.

No other private information about pupils is ever published on the website such as surnames or contact details.

### **Whistleblowing**

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school has a current Whistleblowing Policy

### **Child Protection**

The designated adult for Child Protection is the Acting Headteacher, Tim Appleby and the Safeguarding Team consists of Tim Appleby, Alex Northey Fiona Meredith and Sarah Perrott. All members of the team are Level 2 Safeguarding training. The designated governor is Joanne Evans. It is the Governing Body's duty to ensure the Child Protection policy is reviewed annually and any deficiencies within the policy addressed immediately.

### **Child Protection Conferences**

From time to time staff members may be asked to attend a child protection conference on behalf of the school in respect of individual children. Usually the person attending from school will be the Headteacher. In any case, the person attending will need to have as much relevant up to date information about the child as possible. This is more likely to be available from a class teacher.

A child protection conference will be convened if a referral has been made and following an investigation the findings have considered the child to be at risk of harm, or if the child is already subject to a child protection plan a review conference is held to monitor the safety of the child and the required reduction in risk. Staff may be required to attend child protection conferences or core group meetings to represent the school.

All reports for child protection conference will be prepared in advance. The information contained in the report will be shared with parents either at the conference or before and will include information relating to the child's physical, emotional and intellectual development. A risk

assessment relating to the continuing risk of harm to the child will also be included.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents. Refer also to Child Protection policy.

### **Support**

Learners who may have been abused are supported in accordance to plans drawn up through multi agency meetings. This support may take place in school or through accessing the relevant appropriate outside agencies.

### **Child Protection at Thornwell Primary School**

Thornwell Primary school fully recognizes the contribution it makes to child protection.

There are three main elements to our policy:-

- A. Prevention through the teaching and pastoral support offered to pupils;
- B. Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
- C. Support to those pupils who may have been abused.

1.1 This policy applies to all staff and volunteers working in the school and its governors. It is recognized by this school that all staff that come in to contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of and implements the schools procedures as noted in this policy.

## Prevention

2.1 This school recognizes that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard children at our school.

The school will therefore:-

- A. Establish and maintain an ethos where children feel secure and encouraged to talk and share their concerns and will be listened to;
- B. Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- C. Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help; and
- D. Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life,
- E. Particularly with regard to childcare and parenting skills.

## Procedures

3.1 At this school we will follow we will follow the Wales Safeguarding Procedures 2019 <https://safeguarding.wales/> and also policies, protocols and guidance documents that have been endorsed by Gwent Safeguarding <https://www.gwentsafeguarding.org.uk/en/Children/Protocols-and-Procedures/Protocols-and-Procedures.aspx>.

3.2 The school will:-

- A. Ensure it has a named designated senior member of staff who has undertaken the appropriate training in line with agreed national and local requirements. This school will also nominate a named deputy who will be the central contact in times when the designated person is absent. In the unlikelyhood that both are absent or unavailable the most senior person will act as contact point for other staff.
- B. Recognize the role of designated person and arrange support and training. The school will look to the SCB and in particular the local authority's Designated Officer for Safeguarding in Education for

guidance and support in all child protection matters in assisting the school's designated person.

- C. Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows:-
- the name and contact details of both the designated and deputy person responsible for child protection;
  - that it is the named designated person and/or their deputy who have the responsibility for making child protection referrals within timescales, by completing the agreed multi-agency form. That the designated person and deputy will seek advice from the Designated Officer and or Social Services Duty and Assessment Team if necessary when a referral is being considered; if in doubt a referral must be sent. All staff at the school must be aware of the name and contact details of the designated Governor for child protection, in case any concern is expressed about the designated members of staff.
- D. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
- E. Ensure that parents have a clear understanding of the responsibility placed on the school and its staffs for child protection by setting out their obligations in school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.
- F. Provide training for all staff so that they know:-
- i) their personal responsibility;
  - ii) to be cognizant of agreed local procedures
  - iii) the need to be vigilant in identifying suspected cases of abuse; and
  - iv) how to support a child who discloses abuse, particularly the do's and don'ts
- G. Notify the Social Services if:-

- a pupil on the child protection register is excluded either for a fixed term or permanently; and
  - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
- H. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups and support these with the submission of written reports and contributing to the measures agreed at conference and contained within the Child Protection plan.
- I. Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation.
- J. Ensure that all records and files are kept secure and in locked locations. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted sensitively and securely.
- K. Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools.
- L. Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the local authority's Human Resources Department on recruitment and selection.
- M. Seek to designate a governor for child protection who will champion and oversee the school's child protection policy and practice. This governor will feed back to the Governing body on child protection matters as and when required but will be required to write an annual report to body on the school's child protection activities.

### **Supporting the pupil at Risk**

4.1 At this school we recognize that children who are at risk, suffer abuse or witness violence are often affected by these in adverse ways, some may be deeply troubled by these events.



4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school due to these adverse factors their behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

4.3 The school will endeavour to support the pupil through:-

- A. The content of the curriculum to encourage self-esteem and self-motivation (see section 2 of this policy on Prevention);
- B. The school ethos which:-
  - i) promotes a positive, supportive and secure environment; and
  - ii) Gives pupils a sense of being valued (see section 2 on Prevention);
- C. The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will follow a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will express and explain to all pupils that some behaviour is unacceptable, (Shared with parents via school brochures and other points of communication) but each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted in this policy.
- D. Liaison with other agencies who support the student such as Social services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and others; and
- E. Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

4.4 When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the agreed policy and procedures for the 'Transfer of Sensitive Information' and the designated person will be central to this process) and if not already done, to inform Social Services of the move.

**Information for all staff and volunteers**

### 5.1 What to do if a child tells you they have been abused by someone other than a member of staff.

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:-

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;
- You must report orally to the school's **Designated Senior Person for Child Protection or their Deputy** in their absence immediately to inform them of what has been disclosed. In the unlikely event of both being absent seek out the third member of the safeguarding team Alex Northey.
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed and as it being the initial contact an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings.
- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the designated person. Often what is initially shared is the tip of an iceberg;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the designated person for an

update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for general consumption with others.

Where the allegation is against a member of staff you should refer to authority's guidance which takes into account the Welsh Assembly Government's guidance circular 45/2004.

All staff should be aware that they can raise concerns through the MCC's Whistle Blowing Policy.

If an allegation of abuse is made against a member of staff this must be reported to the Head Teacher, the Designated Person for Safeguarding and Child Protection.

If the concern is about the Head Teacher this must be reported to the Chair of Governors. If in doubt you can contact the Designated Officer for Safeguarding in Education for guidance and advice.

## **Confidentiality**

6.1 The school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, school staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. (I.E. not discussed with other staff) Staff need to be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

## Training

The school will be cognizant of national and local training requirements and guidance, which will include Safeguarding Children Board guidance, advice and training opportunities.

7.1 The school will ensure that the Designated Senior Person for Child Protection (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be considered.

7.2 All staff will be regularly updated during the year as appropriate from the designated person, but will receive specific awareness raising training within a 2-3 year period.

7.3 It will be a recommendation that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training

## Prevent

7.4 The process of raising safeguarding and Child Protection concerns in relation to Prevent is the same as for all safeguarding concerns. The school will contact Children's Services and will discuss the concerns with the Duty Officer, and a multi agency referral form (MARF) is completed and submitted to Children's Services via [childduty@monmouthshire.gcsx.gov.uk](mailto:childduty@monmouthshire.gcsx.gov.uk). Once assessed by the FST (duty team) manager and Prevent SPOC in the local authority, a decision will be made as to whether a Channel Referral is required. If a Channel referral is required, the Prevent SPOC will assist the school in completing the referral form and the school will participate on the Channel Panel.

## 7.5 Operation Encompass -

Operation Encompass was launched across Monmouthshire schools on 4th March 2019 as part of a Gwent wide initiative to address limitations in the early sharing of information between Police and schools. Its vision is to safeguard children and young people who are affected by domestic

abuse, by ensuring that appropriate services are made aware of an incident at the earliest possible opportunity.

This school fully supports Operation Encompass the purpose of which is to safeguard and support those children and young people who have witnessed and/or been present at the time of a domestic abuse incident. Following such an incident taking place, children will often arrive at school distressed and unprepared. Operation Encompass aims to ensure that appropriate school staff are made aware at the earliest possible stage in order to provide relevant and tailored support to children and young people in a way that means that they feel safe and included.

All information will be managed sensitively, and only staff who need to be made aware will know about the concern.

If you have a concern about someone in your household or family presenting a risk of harm to others, you can discuss at school - we are here to listen and support.

Education Welfare Service will continue to forward Operation Encompass notifications to School Designated Safeguarding Leads.

Suggested addendum

If staff or volunteers have a concern about a child they should immediately bring this to the attention of the DSP/Safeguarding Lead in that school. The details of the DSP/Safeguarding Lead will be displayed at school, there is a DSP on site at all times. When reporting a concern to Children's Services, the contact details are:-

Duty Social Worker, Monmouthshire County Council:

01291 635669

Out of Hours and Bank Holidays Emergency Duty Team:

0800 328 4432

In an emergency dial 999

Immediate action is important, please do not delay sharing any safeguarding concerns with the DSP/safeguarding lead or deputy. There will be a DSP/safeguarding lead on site at all times

It is especially important to continue to work closely with other agencies and professionals that support the child and their family.

If staff and volunteers have concerns about a staff member or volunteer who may pose a safeguarding risk to children, this must be reported immediately to the DSP or deputy. If the concern relates to the DSP please contact [heatherheaney@monmouthshire.gov.uk](mailto:heatherheaney@monmouthshire.gov.uk) Tel 01633 644392

We are working with the local authority and other workers to continue to identify and support vulnerable learners.

If you are a pupil or a parent or carer of a child, whether or not you are attending the school site or accessing learning from home, school continues to be there to support you if you are concerned about harm or abuse. Please speak with the class or form teacher (or your link person during this period) and share your concerns, we are here for you.

Useful links for parents and carers

Stay Safe. Stay Learning. Online safety guidance for parents and carers

Parents and carers

Gwent Safeguarding

<https://www.gwentsafeguarding.org.uk/en/Children/Parents-and-Carers/Parents-and-Carers.aspx>

Report Harmful Content

**The designated person** for child protection at this school is:-

Tim Appleby 01291 623390

[timappleby@monmouthshire.gov.uk](mailto:timappleby@monmouthshire.gov.uk)

**The deputy designated persons** for child protection at this school are

Fiona Meredith 01291623390

[fionameredith@monmouthshire.gov.uk](mailto:fionameredith@monmouthshire.gov.uk)

Alex Northey 01291 623390

[NortheyA1@thornwell.co.uk](mailto:NortheyA1@thornwell.co.uk)

Sarah Perrott 01291623390

[perrotts@thornwell.co.uk](mailto:perrotts@thornwell.co.uk)

**The nominated governor** for child protection at this school is

Jo Evans

Phone- 07866 519592

[evcott@btinternet.com](mailto:evcott@btinternet.com)

**Chair of Governors**

Bronwen Rashad

Tel: 07812142877

**The Monmouthshire Education Safeguarding Officer** is:-

**Heather Heaney** who can be contacted by:-

Phone- 01633 644392

Mobile- 07917707343

Email- HeatherHeaney@monmouthshire.gov.uk

**Monmouthshire Children's Services** can be contacted as follows:-

Phone: 01291 635669

Out of hours telephone number: 0800 328 4432

This policy was last updated on 17<sup>th</sup> November 2022 by Tim Appleby

This policy was presented to the Governor Support Committee in November 2022 and accepted by the Governing Body in December 2022

This policy will be reviewed on September 2023

### **Equality Statement**

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination.

### **Review**

This policy will be reviewed annually in the light of any changed circumstances in our school or the local area. This policy, and updated

versions, will be presented to *Governors* for ratification following its annual review.

Signed:  Headteacher

Signed: Chair of *Governors*

## **APPENDIX**

### **SAFEGUARDING STATEMENT**

#### SAFEGUARDING STATEMENT:

The following statement was agreed by the Head teacher, staff and governors on October 2016 and reviewed in November 22.

The Head teacher, staff and Governors of Thornwell Primary School recognise their responsibility to safeguard all the pupils in our care.

We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse and neglect of our pupils and to report any such abuse that we discover or suspect.

- We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
- All children and young people have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We recognise the personal dignity and rights of pupils, and staff, and will ensure all our policies and procedures reflect this.
- We undertake to exercise proper care in the appointment and selection of all those who will work with children.

We are committed to:

- Following the guidance in the *All Wales Child Protection Procedures*
- Respecting the rights of children
- Nurturing, protecting and safeguarding all of our pupils



## Safeguarding Policy

- Implementing the requirements of legislation in regard to people with disabilities.
- Ensuring that workers adhere to the agreed procedures of our safeguarding policy.
- Keeping up to date with national and local developments relating to safeguarding.
- Following any local authority guidelines in relation to safeguarding children and adults in need of protection.
- Supporting parents and families.
- Sharing information with partner agencies where this is necessary to safeguard and promote the well-being of children.

We recognise:

- Monmouthshire Children's Services – often jointly with Heddlu Gwent Police - has lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about a child
- Safeguarding is everyone's responsibility.

We will review this statement and our policy and procedures annually.

If you have any concerns for a child or family then speak to one of the following who are designated to take the lead in safeguarding in this school.

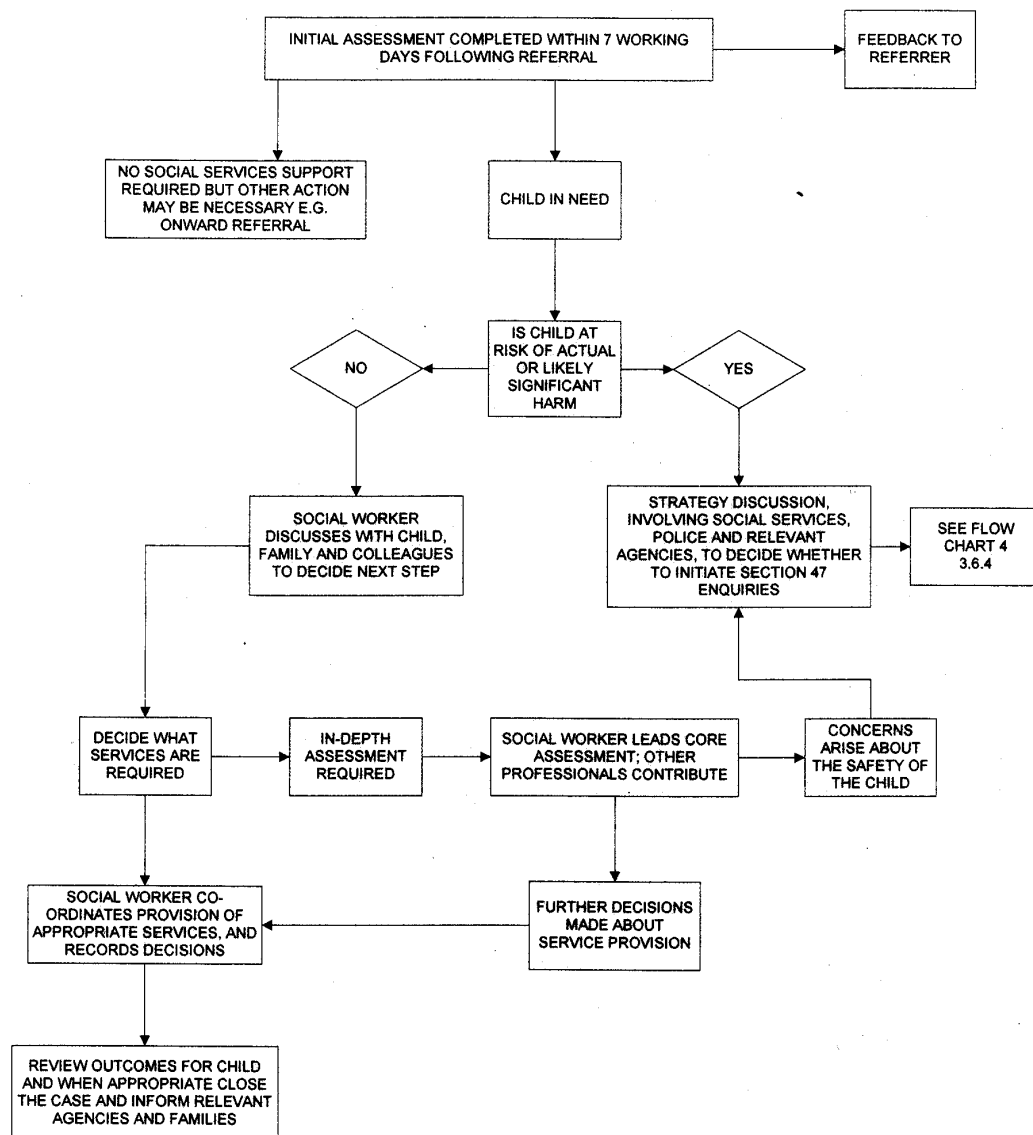
**DESIGNATED PERSON FOR SAFEGUARDING .....Tim Appleby.....**

**DEPUTY DESIGNATED PERSONS FOR SAFEGUARDING .....Fiona Meredith, Alex Northey and Sarah Perrott**

**GOVERNOR WITH RESPONSIBILITY FOR SAFEGUARDING .... Jo Evans.....**



### 3.3.6 Flow chart 2: action following initial assessment

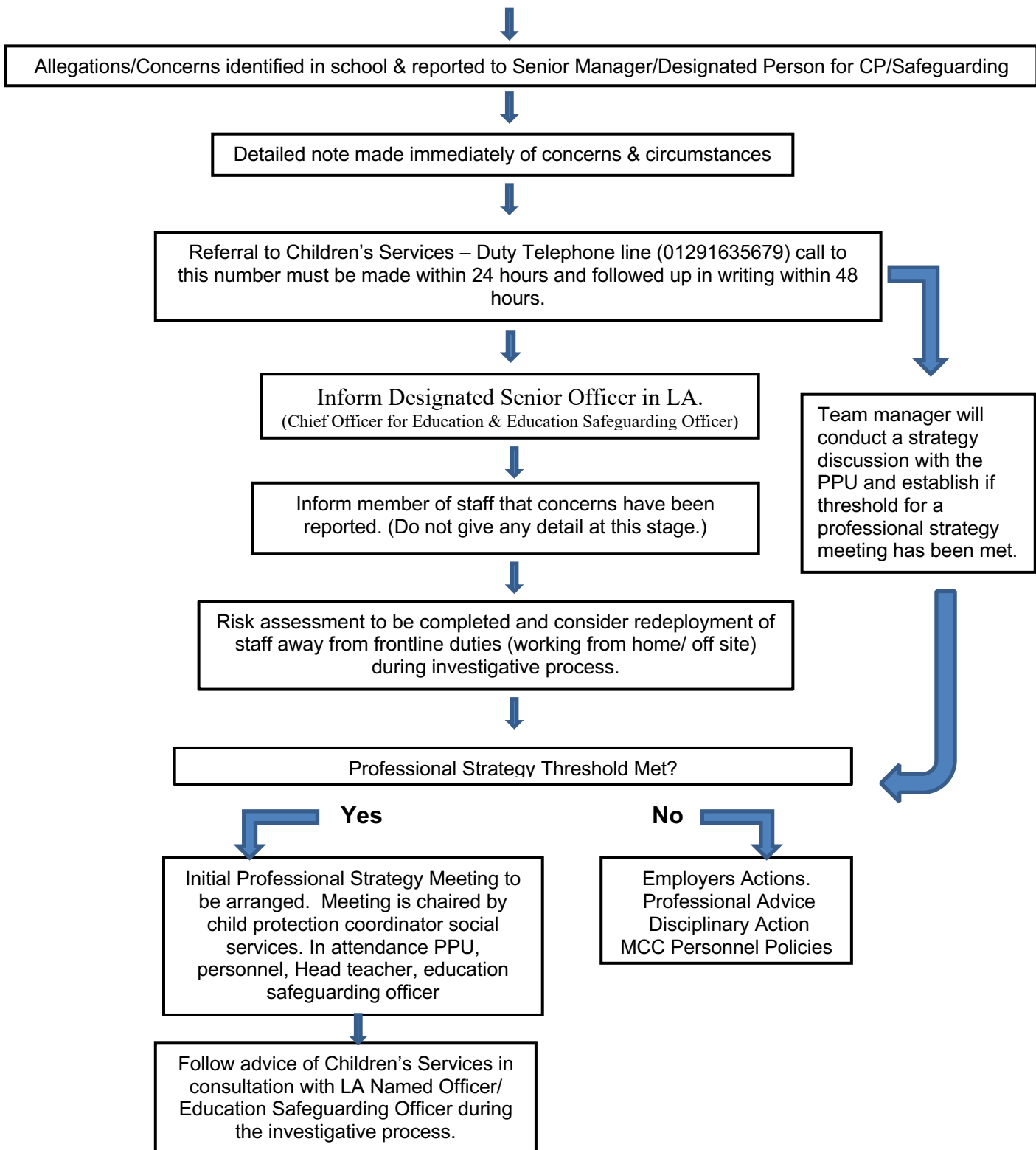


### IN THE EVENT OF AN ALLEGATION AGAINST A PROFESSIONAL

**This flowchart should be used as a brief checklist of procedure in the event of an allegation against a professional in school.**

Detailed procedures to follow are outlined in All Wales Child Protection Procedures 2008, Section 4. Responsibilities are outlined in *Safeguarding Children: Working together under the Children Act 2004* – Welsh Assembly Government 2007.

Allegation/Concerns against staff  
Child Protection Process.



## Appendix 5

<http://thepoint.monmouthshire.gov.uk/Doc Lib/Forms/default.aspx>



MCC Bullying  
Prevention and Racism

## Appendix 6

### **Model School Policy on Use of Reasonable Force (During COVID-19 restrictions)**

This policy has been updated in the light of COVID-19 and the social distance restrictions that are currently in place. The revised policy also makes reference to the agreed local authority principles in relation to Monmouthshire's return to school documentation. All amendments related to COVID-19 are in red.

When reviewing risk assessments of pupils who display challenging behaviour to determine whether a child can attend school during this period, schools are advised to consider risks in the current climate which is to support a pupil's well-being. Schools are advised to risk assess all opportunities to provide well-being support sessions which could include a reduction in contact time in school or having personalised contact time with staff at an agreed time and to evaluate these risks prior to determining that a pupil cannot attend school.

#### Policy Statement

1.1. The aim of this school's policy is to assist all staff in the school to deal effectively with challenging behaviour; to ensure that staff are protected from harm and that pupils are protected from any form of physical intervention or restraint which is inappropriate.

1.2. This policy (appendix 1) provides direction on the powers of school staff in using force, as set out in Section 93 of the Education and Inspections Act 2006. These powers commenced in October 2010 and replaced section 550A of the Education Act 1996. This guidance should be viewed within the framework of Welsh Assembly Government Circular 3/99, Inclusion and Pupil Support (203/2016), Welsh Office Circular 37/98, 41/2010, ("The Use of Force to Control or Restrain

Pupils” Safe and Effective Intervention) The Welsh Assembly Guidance, (“Framework for Restrictive Physical Intervention Policy and Practice-March 2005”) and the Department of Health “Guidance on restrictive physical interventions for people with learning disability and autistic spectrum disorder in health, education and social care settings”. In addition, it should be considered alongside the overall suite of guidance from Welsh Government including those for exclusions, tackling bullying and the SEN Code of Practice and the Local Authority’s Policy on Safeguarding. This policy should also be read and considered when school are determining risk assessments for the return of individual pupils when schools re-open during the COVID- 19 Pandemic who may have required to be supported using physical intervention.

1.3. At “School” we work to ensure each individual pupil is able to reach his or her potential.

1.4. Every pupil is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this should be established in the school’s policy on positive behaviour management. This is in line with Principal 1 in Monmouthshire’s return to school documentation which highlights Monmouthshire’s and our schools’ primary focus must be the physical safety and emotional wellbeing of staff and pupils.

1.5. Staff of “School” are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need to act when there is an obvious risk of safety to pupils, staff and property. This is in line with Principal 2 which highlights that schools will support parents and carers, to understand what is necessary to support schools to keep pupils and staff safe at all times

1.6. For the most part this is achieved through the development and fostering of good relationships, and the normal application of positive behaviour management to provide supportive and corrective feedback. However, in exceptional or extreme circumstances this may involve the use of reasonable force. During the Covid 19 pandemic, where there is clear guidance on social distancing then it may not be

possible to use reasonable force and therefore the environment may not be safe to teach some pupils who present with challenging behaviour.

1.7. There may be young people within the school whose challenging behaviour may require a risk assessment to be undertaken. The Local Authority's preferred template for a behaviour risk assessment can be found in appendix 2. The Local Authority would advise that schools revisit these risk assessments and revise the level of risk during the Covid 19 pandemic as pupils may be incapable of socially distancing and may require to be supported in a crisis. When in a crisis some pupils have also spit at staff. All of these would require the amendment of a risk assessment.

1.8. It should be emphasised that if used at all, reasonable force/restrictive physical intervention (referred to in this document as positive handling) should be seen in the context of a further positive action of care and concern. In line with Welsh Government guidance, it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first. It is recommended that if a young person requires positive handling then a risk reduction plan is developed.- see appendix 3

1.9. As best practice regarding positive handling, this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

What is The Legal Use of Restrictive Physical Intervention to Control Pupils?

2.1 Teachers and other persons authorised by the Head Teacher to have charge of pupils may use reasonable force to prevent pupils :

- causing injury to themselves or others
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- causing serious damage to property
- causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline.

2.2 Reasonable force has no legal definition but:

- Staff must take into account the circumstances of the incident, age, sex and development of the pupil
- The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed
- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it
- Everyone has the right to self-defence provided they do not use a disproportionate degree of force
- Corporal punishment is illegal (Education Act 1986)

#### Objectives Of This Policy

3.0 To provide all staff, governors, parents and pupils with an understanding of care and control and the use of force (positive handling).

3.1 To emphasise that the use of positive handling is:

- Part of a positive care and control approach to discipline and welfare as a last resort, or a necessary expedient option to be used in extreme circumstances.
- To ensure that all members of staff or authorised persons who may have to positively handle pupils clearly understand the options and strategies open to them.
- To use the minimum force required, provide maximum care and hold pupils for the minimum time when the pupils needed to be supported in a crisis

#### Who Can Use Reasonable Force?

4.0 We recognise that most of the time the use of force/positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment.

4.1 The staff to which this power applies are defined in section 95 of the Act. They are:

- any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils.



- includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors;
- can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits);
- This guidance does not include prefects.

#### Circumstances When Reasonable Force Might Be Appropriate?

5.0 Before using force staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not act out of anger or frustration, or in order to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

5.1 Restrictive physical intervention is only to be used to prevent serious harm and is consistent with the promotion of an individual's welfare. The application of restrictive physical intervention must always be an option of last resort and must always be the minimum action necessary to manage the situation as safely as possible and taking account of any known health problems.

#### 5.2 The types of force used could include:

- passive physical contact resulting from standing between pupils or blocking a pupil's path; This could still be appropriate during the COVID -19 pandemic if pupils have responded to this in the past.
- active physical contact such as:
  - (i) leading a pupil by the hand or arm;
  - (ii) ushering a pupil away by placing a hand in the centre of the back;
- using more appropriate restrictive holds

(iii) which in more extreme circumstances, may well require specific expertise or training.

Clearly both active physical contact and restrictive holds would require staff to operate

outside Welsh Government's social distancing advice and schools would need to revise existing

individual pupils' risk assessments to determine the viability of young people who present with severe challenging behaviour attending school.

5.3 Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a pupil running off the pavement onto a busy road or preventing a pupil from hitting someone with a dangerous object.

5.4 Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil. Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

5.5 We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated previously, reasonable force might be appropriate when action is necessary in self-defence or because of imminent risk of injury. E.g.

- Pupil attacks a member of staff, another pupil, attempt self-injury, or where pupils are fighting
- Pupil running in stairway or corridor in a way that is likely to cause injury to self or others
- Pupil absconds from a class or tries to leave school and who would be judged to be at risk if not kept in the classroom or at school.

There is a serious and developing risk of damage to property, including the pupil's own property. E.g.

- Pupil is causing or about to cause deliberate damage or vandalism
- Pupil is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects

Where pupil's behaviour is seriously prejudicial to good order and discipline. E.g.

- Pupil persistently refuses to obey an order to leave the classroom
- Pupil is behaving in a way that is seriously disrupting a lesson

5.6 NB Wherever possible early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a witness/critical friend.

5.7 Strategies other than force would therefore need to be considered. Examples are outlined below

- Providing the disruptive pupil with a choice of locations to exit to
- Giving clear directions
- Allowing 'take-up' time thus allowing a 'face-saving' opportunity
- Removing the audience, i.e. requesting that other pupils leave the room

5.8 During COVID 19 , clearly both active physical contact and restrictive holds would require staff to operate outside Welsh Government's social distancing advice and schools may view that the risk for a very small number of young people may be too great and that these pupils may need to be supported via a further period of distance learning.

Procedures and practical considerations during specific incidents

6.0 Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, offer them a choice, remind them of consequences, let them know what will happen if she/he does not stop
- Seek assistance from other colleagues at an early as stage as possible
- Try to defuse the situation by talking with the pupil and prevent further escalation
- Try to remove the pupil from the peer audience
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that positive handling will stop as soon as the pupil calms and a dynamic risk assessment indicates it is no longer necessary
- If it is not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance.

6.1 It is good practice for staff to:

- Give the impression they are in control
- Give the impression they have not lost their temper or are not acting out of anger or frustration
- Give the impression they are not trying to punish the pupil
- Call for assistance
- Intervene with the support of a colleague acting as a critical friend
- Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so.

#### Application of Force During Specific Incidents

7.0 Methods that staff may use in appropriate circumstances where a dynamic risk assessment judgement supports this:

#### 7.1 Passive Physical Intervention

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Using classroom furniture to restrict movement

7.2 Active Physical Intervention the use of these techniques would result in staff not complying with social distancing requirements and hence risk assessments would need to be revised and a decision taken by the head teacher as to whether the school could safely meet needs of the child whilst safeguarding other pupils and staff during COVID 19 pandemic.

- Leading by the arm
- Shepherding a pupil away by a light touch on the elbow or near the shoulder
- "Assertive guiding" – remembering this is the positive application of force to control a pupil and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available, or where reasonable force is used to assist a pupil's movement.

7.3 Restrictive Physical Interventions- the use of these techniques would result in staff not complying with social distancing requirements and hence risk assessments would need to be revised and a decision taken by the head teacher as to whether the school could safely meet needs of the child whilst safeguarding other pupils and staff during COVID 19 pandemic.

- Holding – for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- When intervening staff should take care that their actions should in no way be capable of being interpreted as aggressive. All holds are devised to minimise the risk of injury. They should not cause pain. It is important that these techniques have been delivered by appropriately qualified Team Teach instructors in line with Team Teach protocols.

- Where pupils are presenting with more challenging behaviour which may require more restrictive holds at advanced level, it is important that these techniques have been delivered by appropriately qualified Advanced Team Teach instructors in line with Team Teach protocols.

Situations where staff should not normally intervene without help.

8.0 A member of staff should not intervene in an incident without help, unless it is an emergency. Schools should have communication systems that enable a member of staff to summon rapid assistance when necessary. Help may be needed in dealing with a situation involving an older or physically stronger pupil, a large pupil, more than one pupil or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff, or where necessary phone the police.

8.1 Staff may not carry out action that might reasonably be expected to injure by:

Holding a pupil around the neck, or by the collar, or in any other way that might restrict the ability to breathe

- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling the pupil by the hair

8.2 Other considerations for non-urgent situations where the risk to people or property is not imminent, staff should:-

- Consider carefully whether positive handling is the right course of action
- Try to deal with the situation through other strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem
- Take into account the age, understanding, personal characteristics of the pupil

- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for effective behaviour management strategies
- In non-urgent situations force should only be used when all other methods have failed.

#### Use of Time out Rooms and Seclusion

9.0 Sometimes, pupils may need some time to recover following an incident and in this “school” the advice would be that pupils are given reflection opportunities in a supportive manner with an appropriate adult present.

This “school” does not condone the use of seclusion whereby “pupils are kept alone in a room against their will” as a form of behaviour management.

#### Reporting and Recording Incidents

10.0 In the event of an injury as a result of an incident at school, immediate steps must be taken to secure appropriate medical attention. This is particularly important if any advanced holds have been used. These injuries should be reported and recorded in accordance with Monmouthshire Local Authority policy.

10.1 All incidents that result in restraint (where a child has to be held) will be recorded in detail using Form R, (see appendix 4) or if a Risk Reduction Plan is in place, then a record of the incident will be recorded in the schools bound and numbered book and the Positive Handling Plan reviewed accordingly.

10.2 Restraint is “the positive application of force with the intention of overpowering the client” (DOH 4/93 Section 5.2). Welsh Assembly Government (March 2005) guidance defined the term “Restrictive physical interventions” as “direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual”

10.3 The member of staff concerned will report the matter orally to the Head or a senior member of staff as soon as possible. The incident will

be recorded in the School's Bound and Numbered Book by staff at the earliest opportunity.

10.4 Staff may wish to seek advice from a senior colleague or their professional association when compiling a report. A written report should be completed within 24 hours of the incident's occurrence, and should be signed and dated. Staff are advised to keep a copy of the report for themselves.

10.5 The Head or his/her deputy will tell parents about the incident by the end of the school day. However, if parents cannot be reached a letter will be sent to inform them of the incident on the day of the incident and offer them the opportunity to discuss the matter.

Other witnesses to the incident, staff, pupils, should also sign and date the incident report.

10.6 When positive handling has been used and pupils have been held using techniques such as the wrap, single or double elbow or the half shield, Form R is required to be completed and signed by the member(s) of staff involved. Reports will also be completed and attached from other members of staff present and the pupil(s) involved. The Incident Report will be signed by the Head, teacher involved and a copy will be sent to the Principal Officer Inclusion.

10.7 The Bound and Numbered Book and any incident reports will be reviewed by the Head Teacher and the Governing Body on at least an annual basis to consider control measures and possible training or further training needs etc.

10.8 A copy of the Form R will be placed in the pupil's file and sent to the Local Authority Officer responsible for provision of training re Physical Intervention.

#### Debrief Following Serious Incident

11.0 Pupils and members of staff will be checked for any sign of injury and first aid will be administered if required

11.1 The pupil and staff member/s involved will be given time to become calm while staff continue to supervise him/her. When the pupil regains



complete composure, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. The pupil will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day, the debriefing will occur as soon as possible after the pupil returns to school.

11.2 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

#### Other Procedures Concerning Incidents

12.0 Help, support and reassurance will be given where appropriate to any individual/s involved.

12.1 Where possible an attempt will be made to help the pupil modify their behaviour.

12.2 Where possible the pupil should apologise, this should be meaningful or appropriate. If this cannot be undertaken then other consequences/sanctions reparations and monitoring should take place.

12.3 In extreme cases exclusion could be considered.

#### Planning for Incidents and Meeting Training Needs

13.0 If we are aware that a pupil is likely to require positive handling on more than one occasion in a term, we will plan how to respond in line with agreed protocols and guidance. This will include involving the parents and any other relevant person to ensure they are clear about what specific action we might need to take and obtaining medical advice if the child has any specific health needs. A risk assessment and a risk reduction plan will be drawn up, in consultation with all concerned and included as part of the pupil's Individual Educational Plan (IEP) or Pastoral Support Plan (PSP). It will be regularly reviewed by the SENCO or assigned member of Senior Management on a termly basis. Staff involved will via the risk assessment, have identified their training needs in this area. In cases where it is known that a pupil will require positive handling appropriate training will be provided and commissioned by the school.

#### Arrangements for Informing Parents

14.0 At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about how they can obtain their own copy. The school will need to inform parents of any revision of existing risk assessments which may preclude pupils from attending during COVID 19 pandemic and the school should advise parents of how these pupils will have their education provided for.

14.1 Thereafter, a section about the school's legal duty to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupil will be included in the school brochure/prospectus/report.

14.2 For some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their risk reduction plan. Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All interventions will be routinely recorded and monitored.

14.3 All parents will be informed by telephone and in writing after an incident where positive handling is used with a pupil. The school will ensure that a record of the communication is made, with a copy of the written communication kept in the pupil's file.

#### Physical Contact With Pupils In Other Circumstances

15.0 Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.

15.1 Some physical contact may be necessary e.g. during P.E. lessons, sports coaching or CDT, or if a member of staff has to administer first aid or medication.

15.2 Young children and children with SEN may need staff to provide physical prompts or help physical contact must always be age appropriate and done openly

#### Staff Training

16.0 As with other forms of professional development, decisions about training in physical intervention are best made by individual schools in the light of their particular needs and circumstances. The Head teacher will ensure that any such training is current and in line with local policy guidance. Where the risk assessment indicates a higher level of risk and that more restrictive strategies may be required then the school may need to seek further advanced training which would build on training delivered at intermediate level. This would be particularly true if there were issues related to weapons such as knives, dangerous objects. Whilst schools have the power to search on suspicion, it is just that “ a power, not a duty”. The power to search on suspicion adds another option which schools can choose when they suspect a knife or other weapon may have been carried onto the premises or may be carried on an off-site educational visit. It has the advantage of immediacy.

16.1 Head teachers are strongly advised to report and seek support from the police any incidents where pupils are suspected of having knives/other weapons and refusing to hand them to staff in a calm and orderly fashion.

#### Complaints

17.0 This policy should be read in accordance with WG Circulars 081/2012 and 47/2006; as such, those acting in accordance with it, providing they act in good faith, working within the authority guidelines, will be positively supported in their actions.

17.1 Involving parents when an incident occurs, and having our clear policy that staff adhere about physical contact with pupils will help avoid complaints from parents. Providing staff with training from an approved provider will also help.

17.2 All complaints will be recorded and followed up by the Head Teacher or their representative in the first instance. Where appropriate the Authority will be notified/kept informed.

17.3 A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police under Child Protection procedures.

#### Review

18.0 This policy will be regularly monitored by the Head and reviewed and updated annually. In the event of disputes over, or concerns about, techniques and methods being considered, a meeting will be held with one of the Local Authority Team Teach Instructors. In the event of the dispute not being able to be resolved the matter referred to the Local Authority's Principal Inclusion Officer. If necessary, adjudication might be offered by an independent officer nominated by the South East Wales Regional Safeguarding Children Board. This policy has been reviewed to provide support for schools during COVID 19 pandemic and will be revised once all requirements for social distancing have ceased and educational systems return to their pre- COVID 19 modus operandi.

## Appendix 7

### Key Definitions and Glossary

<b>Child in need</b>	A child is a child in need if: <ul style="list-style-type: none"> <li>- he/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;</li> <li>- his/her health or development is likely to be significantly impaired, or further impaired, without provision for him/her of such services; or</li> <li>- He/she is disabled.</li> </ul>
<b>Child protection</b>	<b>Child protection</b> is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.
<b>Children</b>	A <b>child</b> is anyone who has not yet reached their 18 <sup>th</sup> birthday. 'Children' therefore means 'children and young people' throughout. The fact that a child has become sixteen years of age is living independently or is in Further Education, or is a member of the armed forces, or is in hospital, or in prison or a young offenders institution does not change their status or their entitlement to services or protection under the Children Act 1989.
<b>Development</b>	Physical, intellectual, emotion, social or behavioral development.
<b>Harm</b>	Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.
<b>Health</b>	Physical or mental health.
<b>Local Authority</b>	A county council or county borough council.

<b>Abuse: emotional</b>	The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioral development.
<b>Abuse: neglect</b>	See <i>Neglect</i> below.
<b>Abuse: physical</b>	The hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or other causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after.
<b>Abuse: sexual</b>	Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: <ul style="list-style-type: none"> <li>- physical contact, including penetrative or non-penetrative acts;</li> <li>- non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities; or</li> <li>- Encouraging children to behave in a sexually inappropriate ways.</li> </ul>
<b>Neglect</b>	The persistent or severe neglect of a child; or the failure to protect a child from exposure to any kind of danger, including cold, starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.
<b>Safeguarding and promoting the welfare of children</b>	<ul style="list-style-type: none"> <li>- Protecting children from abuse and neglect;</li> <li>- Preventing impairment of their health and development; and</li> <li>- Ensuring that they receive safe and effective care;</li> </ul> ... so as to enable them to have optimum life chances.
<b>Significant harm</b>	Section 31 (10) of the Children Act 1989 states that "where the question of whether harm suffered by a child is significant turns on the child's health or development shall be compared with that which could reasonably be expected of a similar child".
<b>Welfare and Well-being</b>	There is no statutory definition. The Children Act 1989 introduced the welfare checklist that a court shall have regard to in certain circumstances. The 1989 Act states that a "court shall have regard in particular to – <ul style="list-style-type: none"> <li>- the ascertainable wishes and feelings of the child concerned (considered in the light of his age and understanding);</li> <li>- his physical, emotional and educational needs;</li> <li>- the likely effect on him of any change in his circumstances;</li> <li>- his age, sex, background and any characteristics of his which the court considers relevant;</li> <li>- any harm which he has suffered or is at risk of suffering;</li> <li>- how capable each of his parents, and any other person in relation whom the court considers the question be relevant, is meeting his needs;</li> <li>- the range of powers available to the court under this Act in the proceedings in question."</li> </ul>

## Safeguarding Policy

