

Barley Lane School

Hard work, humility, kindness

Safeguarding Portfolio ONE: information and guidance on the safe day to day operation of the school

2.	What to do if you're worried about a child?	<ul style="list-style-type: none"> • Simple "how to" guidance for the team and professionals on child protection and safeguarding
3.	What to do when a child shares or needs to share they are at risk?	<ul style="list-style-type: none"> • A rare but hugely significant event so best be prepared or at least have quick access to help
4.	What to do if you're worried about a child?	<ul style="list-style-type: none"> • Simple "how to" guidance for all our visitors on child protection and safeguarding
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17.	Student illness and injury	<ul style="list-style-type: none"> • Some simple guidance
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20.	School evacuation	<ul style="list-style-type: none"> • Both getting out and if necessary "locking down"
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Barley Lane School

Friendship, Optimism, Hardwork

What to do if you're worried about a child (professionals' version)

Keeping children and young people safe and promoting their happiness and wellbeing is a shared responsibility for all of us: teachers, governors, support staff, parents, carers and visitors of all kinds.

Worries come in all shapes and sizes from those gut feelings we sometimes have through seeing something that troubles us to children telling us they are at risk. Some risks are very serious some less so but they all need to be reliably shared to keep our young people safe: the question is how to do that?

In school as a team we meet twice a day every day before the school day starts and when it ends and we always ask the question "are there any worries or concerns about the children's welfare and safety?" We remind each other too of the range of risks including those we must make safe each day.

We also have a "school operational lead" trained in CP to share with and seek support as the day unfolds...this could mean a very serious risk needs to be made safe or a disclosure managed quickly and correctly and the "lead" is there to help and make sure we do the right things and share with the right people and in practice get the right advice.

The team uses an electronic system called CPOMS to log and record things in writing and what is critical is staff not only talk about concerns but promptly use CPOMS and the "safeguarding" tag to alert our safeguarding team (see below) and to note in writing what has been shared. "Systems" can go wrong so email is fine as would be a handwritten record but you must get them to the right people.

Mr Jones the headteacher is the school's lead on safeguarding and he works closely with and is supported by Carl Moore, Vicki Sessions and Helen Kidney: these are the people to share any worry or concern and don't hesitate to do so.

djones@barleylane.devon.sch.uk 07848 457 025

cmoore@barleylane.devon.sch.uk 07436 104 050

vickisessions@barleylane.devon.sch.uk 07860 846 270

hkidney@barleylane.devon.sch.uk 07848 028 342

Please remember to use our school briefings and debriefings not just to share and listen but to challenge the "lead" and safeguarding team about what they've done and what is happening: what progress has been made? Be curious and persistent and there is nothing to stop you as an individual going direct to social care they can be contacted at the MASH (multi-agency safeguarding hub) mashsecure@devon.gov.uk 0345 155 1071 out of hours call 0845 6000 388

Worries or concerns about each other should be shared with Mr. Jones, Mr. Moore, Mrs Sessions or Ms. Kidney who contacts the nominated child protection officers within the local education authority (these are called LADOs and deal with serious concerns about teachers and staff including head-teachers) childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk. Again, there is nothing to stop you as an individual going direct to LADOs. Any concerns about Mr Jones should be shared with the school's chair and safeguarding governor Damian Furniss dfurniss@barleylane.devon.sch.uk

Sometimes worries and concerns can occur to folk later or maybe they are just hard to express to people in school: the NSPCC whistleblowing helpline 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

The Devon Children and Families Partnership website is a good place for all kinds of safeguarding related information and guidance <https://www.dcfp.org.uk>

What to do when a child shares or needs to share they are at risk?

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the pupil’s mother thinks about all this. Do remember your TED questions: Tell me.... Explain..... Describe.....
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the **record of concern form** and hand it to the designated person
- seek support if they feel distressed

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH.

Enquiry to MASH

The DSL will make an enquiry to MASH if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct enquiry to children’s social care if they genuinely believe independent action is necessary to protect a child.

Barley Lane School

Friendship, Optimism, Hard work

Welcome to Barley Lane

Dear Visitor,

Alongside a warm hello and the ever present offer of a cup of tea (there's always food here too if you're hungry) you will be signed in, your ID checked and your mobile phone kept safe in the office: you will be discreetly monitored throughout and accompanied if you have not been suitably DBS checked.

Keeping children and young people safe and promoting their happiness and wellbeing is a shared responsibility for all of us: teachers, governors, support staff, parents, carers and visitors of all kinds.

What to do if you're worried about a child

Worries come in all shapes and sizes from those gut feelings we sometimes have through seeing something that troubles us to children telling us they are at risk. Some risks are very serious some less so but they all need to be reliably shared to keep our young people safe: the question is how to do that?

In school as a team we meet twice a day every day before the school day starts and when it ends and we always ask the question "are there any worries or concerns about the children's welfare and safety? It is what happens next that is important for everybody to know.

The school team uses an electronic system called CPOMS to log and record things in writing but what about everybody else?

Mr Jones the headteacher is the school's lead on safeguarding and he works with and supported by Carl Moore, Vicki Sessions and Helen Kidney our deputy safeguarding leads: these are the people to ask for or to contact over any worry or concern: and please don't hesitate to do so.

Interim Head teacher	djones@barleylane.devon.sch.uk	07848 457 025
Interim Deputy Head teacher	vickisessions@barleylane.devon.sch.uk	07860 846 270
Interim Whole school lead	cmoore@barleylane.devon.sch.uk	07436 104 050
Safeguarding officer	hkidney@barleylane.devon.sch.uk	07848 028 342

Any concerns about Mr Jones must be shared with the school's chair Damian Furniss dfurniss@barleylane.devon.sch.uk (our safeguarding governor is Jenni Palmer jpalmer@barleylane.devon.sch.uk)

Sometimes worries and concerns can occur to folk later or maybe they are just hard to express to people in school; the NSPCC whistleblowing helpline 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Throughout your visit we hope you will feel welcomed and cared for and that you can help us build the happiness and resilience of our children and young people by acknowledging and sharing good things about them and their school.

Many thanks.

The Team at Barley Lane

The Devon Children and Families Partnership website is a good place for all kinds of safeguarding related information and guidance <https://www.dcfp.org.uk>

Child protection: the first agenda item every morning

Key questions and prompts to promote safety for all of us...every morning

1. Child protection welfare and safety (safeguarding):
 - a. Are there serious concerns about any child's safety? (insights and knowledge, gut feelings too about actual or potential and serious and likely urgent threats to a child's safety and welfare)
 - b. What has been shared? What has been observed? Are there accumulating concerns? Are there intuitive concerns? Share and clarify with each other; the collective each morning brings greater insight and understanding.
 - c. Are their specific vulnerable and complex children and young people presenting risks or at risk? Are there on-going themes of risk? Where do we need to be vigilant?
 - d. Are there absent children? Not being at school presents many potential and serious risks?
 - e. Is there then an urgent and serious risk that needs to be shared with specialist professionals? The Police? Social Care? LADOs?
 - f. What must happen? What must we do now and immediately and who will do it to make sure any shared risk around a child is immediately made safe or safer?
 - g. Is our practice as individuals and a team robust does it need to change? Does a matter need checking on. Chasing, pursuing?

2. Is there a risk to the children's safety and happiness in school today we must make safe, for example, bullying or a significant development in their lives? Please consider in addressing this:
 - a. Risk will be generated both by the children in all their mercurial complexity and by us in the inevitable frailties and failings in our practice and that the two inevitably combine to create powerful risks in school every day.
 - b. What then must we do relentlessly well, better and or differently to keep the children safe?
 - c. Is this about individual frailty or does whole school practice need to be improved, modified and developed? What must happen? What must we do?

3. The day's operational risks and burning issues; what needs to be shared and acted upon to make today safe and successful? Examples include:
 - a. Staffing pressures and deployment
 - b. The "student chemistry thing" and the risk to wider calm and good order...
 - c. Trips off-site and their safe supervision (medical needs/medication?)

Anti-bullying 2021-22

We understand bullying as the deliberate, calculated and or persistent attempt to make another person feel uncomfortable unsafe, and unhappy. It is different from the clumsy, or unintentional or regretted behaviour that leads to such feelings. It is both physical and psychological and it disregards the dignity and safety of others and is often skilled in identifying people's vulnerabilities and triggers; the things that hurt them. We understand too that the perpetrator uses online technologies to perpetuate bullying beyond the school day. Staff must be vigilant in safeguarding children with assistance from parents and families including associated professional support to monitor and protect them from such corrosive and damaging online activity (cont.)

Online and child on child abuse (also referred to as peer on peer abuse) – additional info can be found as part of the CP policy and safeguarding policy in addition to its own standalone policy.

There is an expectation that all staff are:

- Aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)
- Aware that children can abuse their peers and other children online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content

Staff do:

- Recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports
- Recognise that peer-on-peer abuse may be taking place, even if not reported
- Understand their role in preventing it and responding to it if they believe a child may be at risk
- Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- Abuse can take place inside and outside of school or online

It is the perception of the person experiencing the hurt and unhappiness that takes precedence.

Behaviours that hurt and undermine others cannot be explained as a "joke" or "misunderstanding" and there is a powerful and corrosive inequality in bullying that doesn't exist in genuine mutual banter or friendly rivalry.

It is true that some behaviours are victim-like and if we experience bullying it is helpful to be self-aware and think about our own behaviours and contribution and how to be more assertive and confident but if any member of the community feels uncomfortable, unsafe and unhappy and the person causing such feelings persists and shows no concern or remorse this for us is bullying.

Bullying happens in school at home and in the community and also in the virtual world of social media and on-line gaming and all bullying is powerfully undermined if every day we model and live out our core value of friendship and its implied kindness and compassion and protection and deliver our core responsibility of high quality education and care and the young people in our care should feel safe because:

- Staff are visible and engaged and vigilant so their presence and behaviours are both preventative and encourage respect and friendship respectively (staff are accessible to families too so they have a voice and can quickly flag concerns)

- Staffing and supervision are constantly scrutinised and fine-tuned to prevent difficulties and ensure the benefits proactive prevention rigorous and intelligent supervision brings and we record incidents of bullying diligently so we can see patterns and plan interventions;
- There is the ongoing vigorous promotion and modelling and celebration of fairness, responsibility and friendship as an alternative to conflict and aggression;
- We are alive to emerging risks and we return to the issue regularly in the first few weeks and check in with the young person and then periodically to check it has not re-emerged.
- We are quick to affirm and celebrate positive behaviours and reward them: responding warmly but assertively to low level bullying and seeking to encourage reconciliation and friendship.
- The children and young people have open and trusting relationships with staff who are “present” and engaged and who actively listen and respect their views and perceptions and they therefore freely speak up and we are vigilant and notice and take practical steps to help them;
- We actively seek to build their confidence and resilience and help them with practical strategies to stay safe and develop their sense of control: they can make safe choices for example not engaging on-line with those who disrespect them or in school choosing safe places and people and not putting themselves at risk.
- The perceptions of children, parents and carers are treated seriously and investigation and action are prompt to make and keep the children safe and to secure a reliable and balanced and fair understanding of what has happened.
- Equally experience tells us we must also be both scrupulous and brave enough to call out any manipulation when it is clear a young person is being unbalanced and unfair in alleging bullying because this happens too and there is a kind of bullying of others through “victimhood” one where every difficulty and disagreement however small or speedily resolved is escalated and catastrophized and sometimes parents and carers and professionals contribute to this also.
- We promptly and pragmatically move the person who is at risk away from any immediate risk and or harm for example we take them home in a school vehicle if they are anxious in their taxi and we reassure the child and find a place of safety and calm for them.
- We see the bullying as a both a consequence as well as a cause of unhappiness and work to support and challenge all the children and young people because happy people are more tolerant and kind and forgiving.
- We are mindful everyone is failed if we ignore incidents as our inaction can be interpreted as tacit approval by the person causing the hurt and the victim can be left feeling abandoned and more vulnerable; better for us to become the focus of any hostility and show solidarity with the person being targeted and indeed deflect that hostility onto us;

- Staff are told not to worry about any escalation in behaviour and risk as a result of calling-out bullying for example racist abuse or physical assaults where the victim and the wider community need to clearly and tangibly hear and see what is right and fair stood up for and protected;
- We will not have a culture of pseudo investigation or hide behind a policy nor will we seek to soften responsibility and accountability when bullying happens it will not be fudged.
- Any consequence or sanction is applied fairly and is proportionate and we seek to be suitably supportive and both punitive and conciliatory: reconciliation and what is “restorative” frames all our interventions.

In our setting and these times of increasing intolerance and a rise in reported hate crimes vigilance is a must around sexism, homophobia and racism, peer on peer abuse of all kinds and particularly Islamophobia but we have also experienced an increase in hurtful comments about weight and body shape that are corrosive and throughout it is about the positive promotion and celebration of our shared humanity, dignity and equality and to recognise these and all forms of bullying can be matters of child protection where escalation to MASH input and intervention may be necessary.

Managing student risk in our setting* :the biggest risks to health and safety in our school are rooted in the complexity and challenge of the student body (peer on peer) and our own inevitable frailties as people and our most important and pressing health and safety work is done to keep them safe

*The complex and mercurial nature of our young people and the shifting chemistry of their relationships with each other and the sometime turbulence of their lives and the latent quality of unknown and emerging risks in their nature and in their lives make the notion of “dynamic risk assessment” critical to keeping everybody safe.

This is a practicable and reasonable response to the anticipation that risk will be an ever moving target and to have nearly seventy individualised risk assessments not only bureaucratic but unworkable as staff would be overloaded with information and unable to act safely and decisively.

Student Risk	Managing that risk safely
<p>The student body by its nature as “stated” SEMH contains and presents a whole range of known and unknown (latent risk) and also emerging and shifting risks because being multiply and diversely risky is a core and common feature of the children and young people in our care</p> <p>There is also a risky “chemistry” in their interactions and relationships centrally with each other and all those they encounter from teachers through visiting professionals to delivery drivers and the neighbours....</p> <p>These risks are dynamic they shift and slide, rise and fall constantly in all the children as so many factors home and school can and do impact upon them</p> <p>Such potential for risk and difficulty can seem overwhelming and unmanageable; how can we, how should we respond?</p>	<p>Culture and ethos: bringing the right values and attitudes to our work.</p> <ul style="list-style-type: none"> • Understand and apply the notion of personal responsibility for maintaining one’s own and the health and safety of others. • Understand too that we can only do what is reasonable and practicable about things we can reasonably anticipate. • A culture of no blame and one also where risk and its management are spoken of freely and frequently is essential • The application of dynamic risk assessment is critical; we are ever alert to emerging risk and take reasonable steps to manage risks in that context of personal responsibility • Particular to our own school culture is the benchmarking against what we would want for our own children that is the highest levels of care and vigilance and protecting against becoming institutionalised and desensitized. • A robust and relentless culture of praise, affirmation, compassion and forgiveness that promotes good and therefore less risky behaviours in the children and young people. <p>Rhythm and routine: making sure the framework and prompts for sharing risk and reflecting and acting are in place.</p> <ul style="list-style-type: none"> • The daily accessing of the dedicated safeguarding email account as risks emerge and our responses set out... • The daily ritual of our morning briefing and afternoon debriefing sessions each morning Tue-Thu and Mondays and Fridays for our more developed operational reflection and planning and the sharing of best practice respectively... • ... where every day the set agenda triggers sharing and discussion and plans for the safety and wellbeing of the children and the immediate operational risks and challenges plus any emerging burning issues: what do we need to do reliably well, differently or better today? • Whilst logistically more awkward because of staff working patterns we can and do regroup at the end of the day to share, reflect and plan and will continue to do so. • We have all accessed e-mail, text and mobile messages to share also and the conventional boundaries of the working day should not restrict our sharing and in practice we all often share significant insights, anxieties or practical operational information after the school day and then coalesce them at the following morning’s briefing <p>A way of working: once the day begins the dynamic and shifting and surprising nature of our work needs perpetual thinking about and constant intelligent tweaking.</p> <ul style="list-style-type: none"> • Once the working day begins we must be rigorous in our professional housekeeping and if the conventional work-place deals with emerging trip hazards then we must be alive to who steps off a taxi in a risky frame of mind intent on dispute or how events and consequent tensions and risks unfold as the day progresses and so our working day begins and continues as the children are the risk as is our capacity for frailty and poor judgment so we must be vigilant about both. • The “walkabout” system is critical with staff offering not just practical help but a reference point for sharing with the nominated in-charge a member of the SLT there specifically to provide the capacity to absorb, think about and act on emerging risk and difficulty from small operational tweaks to more significant interventions. • Related to this is the massive significance always of putting children and their supervision first, no trips to make tea no brief stop-overs at the staff room as it is exactly in these nooks and crannies of staff frailty and absence that the student can do most mischief and harm and is most at risk. • Being prompt, punctual and visible; where we should be, when we should be, all these are essential to safety in our setting as are simple practical things like having a charged walkie-talkie on the right frequency, a school mobile that is similarly charged and a brain switched to super vigilance mode that expresses and shares emerging risk freely • If the daily morning briefings with their set agenda and prompts for risk awareness and management provide structured talking and sharing and action then once the day starts our established, ongoing and multiple and diverse professional conversations are critical and it is in habitually, obsessively and in time instinctively sharing with each other every significant nuance of the children’s behaviours, state of mind and physical movements that we keep everybody safe.

Managing behaviour day to day...

If behaviour needs to be supported or challenged and positively changed this will only be effective if we are measured and respectful in doing so and when we are consistently generous in recognising good behaviour: please then be continually self-evaluative and suitably prepared so the need for support and or challenge is rooted in the student's complex and genuine needs and/or challenging behaviour **not because of an ill-prepared lesson or clumsy behaviour management.**

We must always look hard at our own practice and the best practice of others and "change us to change them" because we can be the root cause of both good and not so good behaviour.

In that context please:

- Praise and reward relentlessly but critically authentically reminding children of their successes and asking them to describe and reflect on and learn from them; privately, publicly, informally and formally. Never miss a credible opportunity to reinforce good behaviour and authentic success.
- Your plenary in each lesson must contain strong reference to behaving reasonably and working hard and usefully and the core theme of recovery
- There should be evidence of public reward and praise in assemblies and other whole school settings.
- Beyond the privileges offered by our points system there should be evidence of local incentives and rewards in classes and tutor groups to promote and celebrate good behaviour.
- Parents should be made aware by staff formally and frequently informally of student successes:
- Staff should habitually use the points system to influence their decision-making about access to activities: those who behave appropriately deserve advantages.
- "Prodigal sons" deserve a suitably biblical approach with marked recognition and celebration of their achievements and improvements but the other "sons" deserve quiet recognition for persistently doing the right thing too.
- Please do not challenge students when responsibility lies with you (nothing is more destructive to the adult-student relationship) but learn from such incidences and seek to avoid repetition. You need to win the confidence and trust of your students so when you do apply sanctions they accept and respect them because they accept and respect you and trust your judgment.
- Use a light touch and present your intervention as a healing opportunity to resolve things fairly and promptly.
- Be prepared in our setting to go many extra miles for the children and seek progress and regardless of hours or duties and be there when the critical post-intervention reflection and healing goes on.
- Staff will be and are dogged in seeking a just and restorative outcome and this can be tough where youngsters escalate and throughout the focus is on supporting the young person to develop the greater self-awareness and self-control that appears in so many of their EHCPs: key too is developing an emerging and embedding sense of "win-win" outcomes and the ability to compromise and move on...fresh starts.
- Do not feel the need to rush to judgements and decisions give yourself and the child time to consider and reflect: do not rush to action give lots of dignified routes to redemption including

recognising and acknowledging previously positive behaviour and therefore a willingness to offer some “slack”. A most successful strategy used by staff is the “wait and see approach” where previous successes are remembered and the next lesson or activity offers the student a chance to show goodwill and make real an apology; to restore and make good what has been damaged.

- We do not run on a rule book but on reasoned judgements by the adults about what is fair and reasonable and “kind”. This hinges on mutual respect but the adults are in the end the disinterested referees who must win trust and respect by their good judgement, show a willingness to make unpopular decisions but equally demonstrate their obvious determination to be scrupulously fair; they decide.

How the day could play out...

- The school day is divided into three chunks of double periods each punctuated by an opportunity to access a series of activities. Points are collected and accumulate offering privileged and preferential access to rewards and activities.
- The school uses available classrooms and a variety of smaller comfortable but simple spaces for brief periods of respite and reflection and alternative activities something called “strategic capitulation sometimes where hurt and upset can be safely expressed before the successful return of students to class (in practice the offer of a cup of tea and a slice of toast is often very therapeutic)
- Most students react positively a minority less so and so there is a room dedicated for those who become discombobulated and dysregulated to protect those who respect and use reflection and recovery spaces well.
- We must always privilege the safe supervision and support of students and where this is secure and staffing allows breaks and lunchtimes can offer an opportunity for lost learning to be recovered and positive behaviours encouraged: afternoon activities and tutor time can also be used to reflect on and put right and repair relationships, learning and behaviour.
- Often teachers will give their own time and work flexibly to for example revisit a lesson so good behaviour and learning are promoted.
- Seek support from senior and experienced staff promptly as issues emerge to secure appropriate behaviour and outcomes at an early stage;
- If needed we will persist beyond the school day and the school assumes parental support in this without 24 hour notice because in our experience issues are best dealt with promptly so youngsters can then move on.
- More serious or persistent disciplinary issues are addressed with parents who can return their children in person so a face to face meeting can explore the issue and seek to resolve it positively and supportively together.
- We are willing to, trained in and may resort to physical intervention in order to protect what is reasonable and fair and will reflect and plan for this.
- The school will always seek to work in partnership with parents and carers but equally is willing to assert what it judges to be fair and reasonable in the face of parental opposition
- Behaviours and patterns of behaviour that in the MOS’ judgement are “serious” should be recorded and shared with SMT and a collective response with families agreed. It is in these situations that calm, reflection and consultation are essential.

Staffing levels

In a busy, eventful and sometimes hugely demanding setting we need structure around staffing levels so we can both plan conventionally our supervision but also react to the shifting reality of staffing and the needs and demands of the students on a daily basis.

We must look deeper than just numbers and ratios but consider the experience, status, presence and proven ability of staff and the specific and particular context of all supervision of children.

The head-teacher leads in this area but can delegate his overview and responsibility to senior colleagues.

- Classes should in most instances be supported by at least one LSA and in deciding who goes where we must consider the experience, status, presence and proven ability of staff and the nature of the group they are to be assigned to and the current state of that group given the mercurial nature of the children and young people and the consequent shifting chemistry between them.
- Support staffing across the wider school should provide at least 1 and if possible 2 walkabout staff with at least one a senior and experienced practitioner. (this assumes all lessons are covered so any movement of teaching staff from walkabout duties to class teaching must be closely monitored as slack is needed to provide safe and adequate support)
- Pupil numbers on site vary day to day and careful consideration must be given by the operational leads as to how staff are deployed and both staff experience and pupil risks to provide safe supervision allowing both sufficient useful activities and some floating supervision

Support from walkabout staff

The young people in our care are often impulsive, emotional and challenging. They find the classroom particularly difficult. Teaching staff benefit from the presence of “Walkabout”; experienced colleagues there to support both students and staff who seek to deliver the best outcome and prevent further escalation. In order for this support system and partnership to be effective staff must adopt the following good habits.

Staff seeking support

Please be continually self-evaluative and suitably prepared so the need for support is rooted in the student’s complex and genuine needs not because of an ill-prepared lesson or clumsy behaviour management. Please do seek assistance even when responsibility lies with you but learn from such incidences and seek to avoid repetition. You need to win the confidence and trust of supporting colleagues who see your solid practice and know when you request help it is necessary and appropriate.

If we assume then the need for support is legitimate or necessary please observe the following

- Anticipate difficulty and call promptly and calmly for a preventative intervention. Work alongside support staff to agree your response. If you need and call for support you must respect the views of staff supporting and must not instruct them or demand certain responses as they must consider the needs of the wider school
- React promptly, decisively and clearly to the need for instant support in a crisis or potential crisis.

- If children need to leave class that should be planned with and accompanied by support staff. Students should not be sent unaccompanied
- Available classroom spaces, the dining room (a favourite for many youngsters given the quality of food and kindness of the staff) and the quiet reflection areas are the only places where children should be removed to; these are pleasant and supportive settings.
- The safe-room is a place for youngsters who have exited class and cannot access reflection and recovery spaces safely or usefully and to do so would undermine staff and students seeking to resolve issues safely. The safe-room therefore is likely to be a place where holding takes place and will be comfortable but minimalist and will have CCTV capability
- You should seek to reintegrate children as quickly as possible and offer them a prompt route to redemption and always celebrate their return to class.
- If the child fails to return and is an habitual “exiter” this becomes a disciplinary and pastoral matter you must take responsibility for but in practice getting youngsters back to class is the best outcome.

Staff offering support

- Be proactive in moving about the school, being visible and a calming and reassuring presence. Please never treat walkabout as an opportunity to tackle other tasks and be in other places. The expectation is you will patrol proactively when not directly engaged in supporting.
- Be prepared to lead and influence decision-making but always be driven by what is safest; there is a pressure to return children to class promptly but not if it will escalate or reinforce problems. Your priority is a safe school with problems diminishing.
- Once in your control the child’s particular responsibility to you is to stay safely preferably in any available classroom or the recovery and reflection area, or another suitable safe place agreed and stated by you. If he fails to do this it becomes a disciplinary, pastoral matter for you. Whilst you can encourage him to return and/or to tackle his work in the quiet area that remains the responsibility of the teacher.

Monitoring and knowing securely where students are

- On arrival the head-teacher or deputy and the team meet and greet every student and make an early and informal mental note any absentees;
- Every child has a tutor and or champion who then communicates with the school’s operational lead accounting for every child
- A senior member of staff also walks the buildings and alongside and with the support of the office team completes a register and then calls are made home to parents and carers (we must be mindful too to keep pertinent professionals typically social workers) up to speed on any unexplained absence **to ensure all absences are explained and legitimate and children have not fallen into any assumptive gap between home and school:**
- it is entirely inappropriate, totally unacceptable and highly risky to account for children using information from any other source including taxi drivers and the children themselves; their sharing can contribute to our understanding but we need definitive information from parents and carers and supporting professionals;
- if parents do not respond promptly we must persist but in the event of at least 3 attempts over a period of around 90 minutes then a note should be put in the record of this: we will have done all that is reasonable and practicable (the use of text message and e-mail are both common and useful to make contact and to record our efforts);

- In the cases of risky or vulnerable youngsters, those with a history of illegitimate absences or indeed those for whom absence is highly unusual and contact from home normally reliable we will reflect and make a judgment and dynamically risk assess but it is likely and best practice to persist still until an outcome is achieved and a satisfactory reason established;
- The head-teacher or the named person deputizing for him must be alerted to these cases so a judgment can be made because if a child is unaccounted for a welfare check firstly by staff or in some cases the Police can be needed and in practice the former reasonably frequently we have done so.
- The school lead will then be clear about who is in school and who is not and any ongoing activity to get clarity and this **will include children learning and or mentored off-site**

In school as the day unfolds staff can now reliably check any emerging absence with the school lead and identify any missing youngsters and both tutors (we run a primary model across KS2, 3 and 4) and specialist teaching staff for example in IT and PE can flag any missing child.

- Teachers in each class/lesson should check that any absences from their class are authorised or explained and must be satisfied that the child is safe and his whereabouts known and approved and can do so using the school lead and walkabout support team and their walkie-talkie.
- Unauthorised or unexplained absences from class must be reported promptly to the school lead/walkabout team and teachers must be able to explain absences. **NEVER ASSUME A CHILD SHOULDN'T BE THERE: ALWAYS GET CLARITY** our young people are mercurial and unpredictable and risky.
- As children move between lessons, meetings and dispersals staff must be proactive in shepherding, monitoring and managing their movement this is absolutely essential as serious incidents frequently occur when children slip from our scrutiny.
- Similar vigilance is required around trips to the toilet and so on because two unsupervised toilet trippers can soon fall out! Once again the intelligent use of the support team to reliably monitor youngsters is essential;
- We meet throughout the day in the school hall and children remain in the care of a teacher on arrival and departure and meetings led by the school lead and both should be alert to any absentees.
- The MOS leading lunch and activities must operate similarly using the school lead and support team to secure clarity about any emerging absence during those periods.
- The dispersal to taxis is led by the school lead who has from the opening of the day been informed and is aware of the day's absences and has access to the register in the office and should make a final check to ensure students are accounted for at day's end and heading for home safely.

A significant nuance in monitoring where children are is maintaining vigilance when **on off-site activities** and taking reasonable and practicable steps to supervise and monitor the children's movement and the essential and periodic **physical eyeballing and head count** to ensure everyone is accounted for throughout the trip **and critically everyone is accounted for both as you leave the school-site and at the point you return and everyone arrives safely and securely back at school.**

Another key element is to have named students attached to named staff so for example a group of 12 students typically with three staff would have a named member of staff who is their "parent" for that trip and monitors and "owns" those named children: in this example each adult would have four named children. The trip leader throughout has responsibility for all the children and in this way underwrites his team and every child then has two sponsors.

This approach is developed further where children present risks to other children where "owning" or the discreet but wholly reliable and ever-present supervision by a dedicated and named and proven member of the team must be put in place and known. It is noted this may be shared and a "handover" applied securely as to do so over the course for example of a whole day off-site could create fatigue and so fragilities in supervision.

It is wholly possible and reasonable that some activities are decided and against and even wholly prohibited because they present risks we cannot manage 100% reliably?

Safely managing visitors and access to students

We are a busy school with a diverse and complex student body. There are frequent multi-agency interventions. There are the numerous and varied visitors that move in and out of the school community daily. There is a great deal of human traffic to be policed.

All staff will therefore ALWAYS operate in the following ways.

- Challenge **anybody and everybody** all the time and at any time about who they are and why they are on-site, ask for ID; ask for other staff to confirm or corroborate their explanation. Be polite but offending visitors is not a concern protecting the children is. If there is any doubt whatsoever ask them to sit at the office area until their presence is properly explained and confirmed by a member of the SMT and if necessary tell them to leave the premises immediately.

Our students must be encouraged to be vigilant themselves particularly about their visitors. We should help them in being pro-active in the following ways:

- Always tell a MOS that you have a visitor
- Never meet in school or go off site with any visitor or anyone other than a member of staff unless it has been approved and known to staff
- Encourage them to challenge people they do not recognise and/or alert staff to them.

We must apply the following: **all visitors wishing to access children must be met and established as credible and safe**

- Visitors will book in at the office during school hours
- People attempting by telephone to visit should be politely but thoroughly questioned and their credibility established.
- New visitors should be asked to inform us in writing in advance if practicable and to always bring ID and it is their responsibility to ensure parental knowledge and permission are in place if required .
- Doubts or anxieties about proposed visits should be shared with the operational lead.
- Visitors wishing to see children should wait at the office area and youngsters brought to them by a MOS; this gives a clear opportunity for the child to express any anxieties or doubts so please ask them.
- Nobody should be allowed to move around the school freely and they should always be in the presence of a MOS unless speaking legitimately privately to a child and then a degree of discreet vigilance will always be applied (be nearby pop your head around the door to check all is well).
- Any meeting between children and legitimate visitors should be in a place that offers privacy but is sufficiently public to be safe (a vacant classroom, the office, admissions office for example) and we should be aware of such meetings and discreetly monitor them.
- Children will be asked if they are comfortable about any meeting and their feelings acknowledged and acted upon before any meeting begins. They can say no.

Critical Information

Children should never be allowed to leave the site with anyone other than their contracted taxi to return home, their established and known parent/carer, members of the school team or in exceptional cases someone explicitly nominated, established and described by parents/carers.

What follows below is publicly displayed at entrance and exit points in school as a visible reminder

- There are many and different people who must and do interact and have contact with our students: parents, professionals, taxi drivers...

- There are some people who should not and this can apply to folk who may challenge us or who seek access they should not have.
- In a busy school mistakes can happen so be alive in daily briefings and de-briefings to alerts and updates but in any and every case...
- When allowing any others access to the children and young people in our care or when handing them over to others or sharing information
- Always be vigilant and sceptical and if there is a hint or a sliver of doubt or the tiniest confusion or potential for misunderstanding then **STOP** and **CONSULT** and **CHECK** and **CONFIRM**
- If in doubt do not allow access and do not share information and get help and support from senior colleagues.

If a parent or carer familiar or a professional a regular visitor then of course proceed but **maintain always that caution and scepticism.**

Trips and visits: practical guidance

- Our core risk assessment document makes clear that every risk is sharpened and deepened by the inherently risky nature of the children and young people and our own innate frailties:
- Therefore the key risks in the context of all off-site activity from the mundane to the challenging and risky will be the student mix and consequent chemistry and staffing levels and experience and the interaction with other children and the public; similarly please remember always travelling to and from off-site activities requires intelligent risk management.
- The school has adopted the DCC “Evolve” mechanism and protocols for planning and recording and monitoring off-site activity and DHT DJ has worked with the lead officer and the school staff to establish its use.
- The key things to explore with the operational lead are the level of risk, the consequent level of planning and documenting and approval and the pupil risks, mix and so staffing.
- Never go off-site without that process of consultation and risk assessment with the school lead and its clear recording and documentation using the Evolve on-line system: if in doubt do nothing and get help!
- **Before leaving the school site any changes will be run by the Operational Lead as a sensible and essential part of dynamic risk management and as that critical and pragmatic conversation about risks that supplement and supports any original planning and EVOLVE submission.**

Student injury/illness and the administration of prescribed medication

If you suspect a child is injured or ill beyond the normal coughs and bruises you must:

- Inform the person who is the school lead (most often the head-teacher or senior colleagues delegated to by the head-teacher) and access the trained first aiders.
- **Always be super-cautious** and access professional medical advice from ringing NHS direct to a 999 call.
- Go to the accident and emergency units at the nearest hospital or local walk in centre.
- Phone the parents promptly and throughout to seek their position and opinion and also to share medical advice
- Record the events, calls and any pertinent comment or observation using CPOMS or in the case of a significant injury supplement with a serious incident report.
- Significant injury prompts prescribed health and safety recording and sharing (seek advice from the office)
- Do not attempt to diagnose or treat injuries or illness **ALWAYS SEEK EXPERT HELP.**
- If a youngster is ill he must be monitored closely and the child should be returned home as soon as is practicably possible.

The administration of prescribed medication

If a youngster requires regular ongoing medication you must allow the dedicated MOS (PR) to manage this. She has been briefed by and works according to set protocols; in her absence and in the absence of a deputy nominated by her can staff please be aware of the following key points.

- Only administer a drug when it is prescribed, ongoing (**we will not administer antibiotics**) contained in the original packaging and that packaging is intact and the labelling clear and explicit.
- We can and do administer paracetamol but must check with parents and carers if any has been taken to avoid the toxic build up that can be fatal (please be vigilant about cold remedies and pills and powders children themselves sometimes bring on site).
- Use the record book held by PR in the kitchen to both monitor and record doses.
- If you are in any doubt whatsoever do not give a drug but inform SMT, contact parents and as described above seek expert advice.
- Standard information is held by PR and is constantly updated so we have drug information on all prescribed medication its nature and effects (this is ongoing).

Parents if necessary should be made be aware of the following:

- Please do not send prescribed drugs into school with your son as this is open to abuse and misuse not necessarily by him but by other students **unless you can apply the following:**
- Contact the school initially by telephone but ultimately in writing if your son will be bringing regular medication on-site so a list can be accurately maintained.
- Only send in medication on a Monday or the opening day of a term or half-term so we can properly monitor, manage and collect the medication from our list on these days.

Temporary, short-term prescriptions will not be administered by the school unless there is a powerful reason to make an exception, for example a lengthy absence from school would result, as the greater the number and variety of drugs the greater the risk of a mistake.

Movement of taxis and transportation of students

Driver knowledge and behaviour

- Drivers should be suitably checked and judged safe and briefed on the high risk and challenging nature of students by the LA and receive safeguarding and diversity training.
- All new taxi drivers should park up and seek advice on school expectations and protocols.
- Drivers should never attempt to discipline children however well-intentioned but report problems promptly to the school, their line managers and the County Schools' Transport Section.

We too share all information promptly with School's Passenger Transport and strongly advocate a robust response from them to any indiscipline or breach of health and safety and support fixed term or permanent bans and the use of bus and train passes (post suitable travel training).

- The school is willing with the Council to operate a rigorous system of so many strikes and out: a taxi should be a privilege and not a right. Whilst acknowledging our students' genuine emotional and behavioural difficulties we are well-placed to judge when behaviour that compromises health and safety is deliberate and without such legitimately mitigating circumstances
- Any anxiety about health and safety around student behaviours should be shared by drivers immediately with the school and then via their line managers to County Hall
- Any anxiety or concern about the behaviour of drivers/escorts including not just poor driving but safeguarding issues for example there are precedents for potential grooming must be shared with School's Passenger Transport and in the case of the latter the LADOs.
- Drivers should be warned that apparently benign kindnesses and privileges are in practice indistinguishable from grooming behaviours for example sharing too much personal information and our school code of conduct is on line as it may prove helpful.

Taxi movements at BLS

- Within approximately 400 metres of the school we expect all drivers to always not only observe the speed limit but given the proximity of both special needs youngsters and residential properties surrounding the school they must drive with extreme vigilance and caution.
- On approaching and entering and driving within the school grounds speeds **must be dead slow** so any accidental impact with any child is far less likely to cause serious injury or death: drivers should only enter the school when instructed to and guided by a member of the school staff.
- **In the morning** all children should always be dropped well within the school gates and never on the road outside or the mouth of the school entrance where vehicle movements are high and risk greater: the 0855-0820 time for dropping off must be adhered too as students dropped off any earlier are unsupervised and later risk a lack of immediate supervision.
- Vehicles must be stationary before passengers get out

- A turning area and one way system are in operation: patience and moderate driving skill may be required and any reversing should be an exception and supervised by school staff.
- Vehicles are allowed in in to the school car park in groups and exit in groups under the direction of a MOS.
- When exiting the school both mornings and afternoons it may be pragmatic and safer to make a left turn and then double back as Barley Lane a “rat run” used by many drivers to avoid Exe Bridges and instead entering and leaving Exeter via the St David’s level crossing...
- **In the afternoons** and early evening children should be collected under the direction of a MOS.
- The MOS **should only unlock the gate or allow access when she / he can remain to supervise both taxis and children.** A runner should be made available to him if standard walkie-talkie communications fail: she or he should never leave the turning area so the risks can be managed safely.
- The afternoon collection of children, which means taxis arrive in numbers, (the morning run is naturally staggered and therefore easier to manage) must be proactively led by a MOS and if necessary supported by another. In the absence of a MOS drivers should proceed with extreme caution and not arrive on enter prior to 14.45.
- Drivers should ensure seatbelts are fastened
- Drivers should exit both the school and the local area with the same level of caution, consideration and safety described above “dead slow” on-site and respect 20mph limit.

Please be mindful...

- Pedestrians (parents collecting children and students who are independent travellers) should only enter and leave the school grounds when taxis are stationary and under the direction of the MOS.
- Please note too this includes cyclists and scooters and children must not ride these until off – site as the natural slope to the gates creates a clear hazard and risk.

Safeguarding

It is worth revisiting and restating

- Some drivers stay on routes for months and are familiar to staff; any new or unfamiliar driver or escort must present their ID card to the supervising member of staff and staff must habitually challenge drivers and escorts to provide ID. Any absence of ID can be managed with schools’ passenger transport and pragmatic steps taken for example DCC can confirm clearance and alternative photo ID employed. If there is any sliver of doubt or lack of clarity do not allow the child to travel in that vehicle.
- Any anxiety or concern about the behaviour of drivers/escorts including not just poor driving but safeguarding issues for example there are precedents for grooming must be shared with school’s passenger transport and in the case of the latter the LADOs.
- Drivers should be warned that apparently benign kindnesses and privileges are indistinguishable from grooming behaviours for example sharing too much personal information and our school code of conduct is reproduced below as it should prove helpful.

- At school day's end staff have a last and precious opportunity to share any emerging concerns with the operational lead who makes a walkie-talkie final request for any necessary sharing about either any taxi or driver or any issues at home where safeguarding best served by the children remaining in our care until any emerging issue or worry be it rooted in the taxi or events at home is safely understood and resolved.
- Drivers should share promptly any emerging anxiety relating to the behaviour and safety of their passengers so the school can intervene suitably; the school would clearly prefer to have any child removed from the vehicle at this point than any serious risk to be created and manage the matter of returning the child or children home safely and pragmatically.
- Children should never be allowed to leave the site with anyone other than their contracted taxi to return home, their established and known carer, members of the school team or in exceptional cases someone explicitly nominated, established and described by parents/carers.
- There should always be some confirmation recorded and documented and if necessary sought and secured in writing if such changes are proposed.

School evacuation

We have throughout the inherent and high risk around all the students gathered together in what would be "electrifying" innately risky context?

- The fire alarm (a permanent buzzer) will indicate all students and staff must evacuate the building immediately.
- The office holds current attendance list (the kitchen hold a copy) these documents critical
- In practice then we need staff to reliably have their school mobile phone (every member of staff must have one please Judith and colleagues you must be proactive in getting one if you don't have one urgently)
- We should have a cash float in emergency pack alongside contact details and pupil attendance lists.
- **Muster point one is school car park**
- If car park is unsafe **muster point two is children's park adjacent to the school grounds.**
- An improvised alternative may conceivably be necessary decided by operational lead for example the hard play areas on site (the need to move away from danger on-site will be covered below)
- If in class groups teacher leads and assembles that group.
- Staff will need to use initiative in maintaining good order and improvise groups at muster point if necessary for example if evacuation is at break or lunch time.
- Operational lead will do register.
- If safe to return into the building operational lead needs to decide how that is managed best but in groups to original or next class preferable but again given the impact on behaviour of such an event an intelligent proactivity and dynamic risk assessment will be needed.

If it is clearly unsafe to return and on-site muster points also compromised and unsafe then accessing children's play area in housing estate immediately adjacent to primary unit is muster point.

- If the school unsafe and inaccessible post roll call the team led by operational lead must pragmatically divide student body into smaller groups dictated by numbers of staff, student risks and combinations of students and seniority and experience of available staff.

- Each group leader then takes ownership of her/his group maintaining their behaviour and safety as next steps are decided.
- With the site unsafe returning the children home is the safest option and operational lead does what is reasonable and practicable to progress and achieve this.
- With available school vehicles we could return some home. We must also liaise with DCC passenger transport to arrange pick ups
- **An event catastrophic enough to necessitate not only abandoning the school but that also makes the adjacent park unsafe is going to need dynamic risk management and improvisation and initiative** even as basic as which part of Exeter is safest?
- We will then need to replicate what we would do habitually across school life and manage students in small groups with a lead adult and what support can be provided.
- If the risks then on-site compromise muster point 2 the “play park” then moving away in “groups” and independently is the only practical option.
- Each group leader would then make a judgment for example in benign weather Barton Fields accessible on foot and safe or there are a number of "safe" places Sainsbury's for example where a small group could gather and be safe until next steps decided...the local pub car park and children's play area (Twisted Oak) is nearby and accessible on foot.
- Group leaders with identified and prescribed small groups operate autonomously and using their initiative and dynamically risk assessing/managing they decide where to seek a safe place beyond school. They then maintain contact with school lead.

It is conceivable also that urgent and rapid and even improvised evacuation to a more distant point is necessary-God forbid but a USA type event-then please use the Twisted Oak play area as a reachable but suitably distant gathering point (that said it may be that lock down an option but we need to be alive to all possibilities in the event of an acute emergency playing out as some may be able to evacuate and need a safe gathering point)

It remains wholly possible that with a super risky and potentially catastrophic event we will all have to lean on our experience and make independent decisions and improvisations rooted in what is practicable and reasonable in real time and that is very familiar to us in our day to day working in a high risk SEMH setting.

Got to get out of the building?

- Alarm buzzer is continuous
- Be alive to operational lead advice
- Muster point “roundabout” on car park

Muster point unsafe?

- Play park next door in front of playground equipment.
- Emergency bag beneath Judith’s desk
- Attendance duplicate held in kitchen

School lead or equivalent eyeball children (count heads)

Got to make building secure and stay?

- Alarm buzzer sounds five times or more in short bursts
- Be alive to operational lead advice
- All staff will have to dynamically risk assess
- Be prepared to leave if “lock down” breached and...
- All staff will have to dynamically risk manage

Each teacher/support team member takes ownership of group

Barley Lane School

Hard work, humility, kindness

Holding children incident record (completed in "Word" and given a **reference** PI date time and pupil initials so for example PI20.04.19/0950HB must be emailed from your account as an attachment to seriousincident@barleylane.devon.sch.uk for **monitoring and annotation** by SLT who will load on CPOMS once annotated as a "PDF" file to ensure integrity of document and content)

- The initial simple recording book must be completed immediately or at least by the end of that working day.
- This report must be completed and sent to SLT within 24 hours of the incident.

reference:				
MOS completing report	member of SLT monitoring	any supplementary reporting annotating please use a different colour font and add initials	date report written	time report written

child	MOS	date	time	place	others present

how long	level of force	number of staff holding	staff observing supporting	name parent/carers/professionals alerted
Please develop and explain your contact/conversation with parent/carer so we know how they felt?				

What was the greater good being promoted/ the greater harm being prevented? Your reason for holding a child?

Boxes will increase in size to fit text so write all you need to

Who has tested the credibility and safety of decision making and reasoning (this must be one of MMc/DJ/CM please underline or put in bold) they must note below their comments supportive and if necessary critical.

Describe in as much detail as you can how the holding happened and how it was safely brought to a close?*

Describe in as much detail as you can the context: recent history, your and our efforts to be supportive and preventative over time and as incident and risks unfolded.

Was the child checked by advanced first aider and was there any injury physical (if yes please use body map below) please reflect too on and describe how the child was feeling post the intervention?

What kindness and support was offered and what opportunity was given to **the young person** to reflect on how they felt and behaved? What can be usefully learned?

Was there any injury physical and or psychological and significantly what support and opportunity was given to **you the adult** to reflect both on how you feel and how you behaved? What can be usefully learned?

What are the key learning points for all of us children, staff the wider team? (Does this trigger and individual holding plan and or did intervention follow an existing plan? Does the plan need updating/developing?)

If this incident leads to a fixed-term exclusion you must complete the following risk assessment

MOS completing document		
child		
date		
duration		
reason		
Actual potential safeguarding risks created by FTE; for example ASB or County Lines	Protective factors; for example home supervision strong perhaps other professionals active am supportive	Specific risk management; for example mentoring put in place
SLT comment		
signed off/dated (SLT)		

Barley Lane School

Hard work, humility, kindness

Some incidents require a more developed and structured report that makes certain events are scrutinised, reflected and learned from.

Think safeguarding, absconding, racism, taxis, near misses of all kinds where serious risks and harm both physical and psychological are a possibility and it is important you and we reflect on the events and what can be and sometimes **what must be learned from them?**

If in doubt bring the event and your thinking to the team at briefing/de-briefing: sometimes a CPOMS entry will be enough but sometimes

Serious incident record (completed in "Word" and given a **reference** SI date time and pupil initials so for example SI20.04.19/0950HB must be emailed from your account as an attachment to seriousincident@barleylane.devon.sch.uk for **monitoring and annotation** by SLT who will load on CPOMS once annotated as a "PDF" file to ensure integrity of document and content)

- Use CPOMS to briefly record and document there you will be additionally completing a dedicated incident report.
- The report must be completed and sent to SLT within 24 hours of the original incident.

reference: SI date time pupil name staff name staff				
MOS completing report	member of SLT monitoring	any supplementary reporting annotating please use a different colour font and add initials	date report written	time report written

child or children	MOS	date	time	place	others present

Nature of incident/event/risk (include any pertinent history and context)

Describe how things were managed and made safe and resolved? (If an FTE applied please complete form below)

What kindness and support were offered?
Was there any injury physical and or psychological and significantly what support and opportunity was given to <u>the child/young person</u> to reflect both on how they feel and how they behaved? What can be usefully learned?

What kindness and support were offered?

Was there any injury physical and or psychological and significantly what support and opportunity was given to **you the adult** to reflect both on how you feel and how you behaved? What can be usefully learned?

Describe what can and or must be learned about events, the young person and our practice?

An event that triggers this report must be shared with parents carers and supporting professionals please document that here

Are we happy matters were managed reasonably and safely? What frailties or weaknesses? What strengths?

What are the key learning points for all of us children, staff the wider team?

What about significant others that could help: EH MASH EPS?

If this incident leads to a fixed-term exclusion you must complete the following risk assessment

MOS completing document		
child		
date		
duration		
reason		
Actual potential safeguarding risks created by FTE; for example ASB or County Lines	Protective factors; for example home supervision strong perhaps other professionals active am supportive	Specific risk management; for example mentoring put in place
SLT comment		
signed off/dated (SLT)		