

Barley Lane School

Ready, Respectful, Safe.

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

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1. Child protection overview

Our children and young people are often vulnerable sometimes risky and whilst they may present as streetwise they are children and need our vigilance and support and guidance to be and stay safe. We have a range of guidance and ways of working focussed on keeping them safe. We are aware that:

- every member of staff has a responsibility for the wellbeing, happiness and health and safety of the children and young people and child protection and safeguarding their highest priority; they know they must be alert to risks and do something about them.
- the risks are real and that bad things do happen.
- we must avoid any sense of “it couldn’t happen here”. We are all aware from direct experience that bad things do happen.
- risk assessment identifies a range of risks for example, “pupil’s boundaries unsafe with peers and or younger children and often vulnerable also around unknown adults” or “vulnerable to manipulation and control from malign others”;
- children and young people can present a risk to each other and in our setting those risks are greater and there is a whole school approach to risk management; • absconding is a risk and we have a prescribed, prompt and rigorous response to it; So that we can ensure we protect the children and young people, we ensure that:
 - the agenda for every morning briefing begins; “*Are there serious concerns about any child’s safety?*”
 - there are best-practice sessions, many dedicated to safeguarding where staff can develop their insights and concerns and reflect on their practice in child protection.
 - we seek help from colleagues in social care and Early Help to support the children and their families and to lessen the risks.
- every child is accounted for every day; every absence explained and persistent absence supported and challenged (patterns are reviewed weekly and every half-term) because an absent child could be at risk.
- we build safe, supportive and positive relationships with the children and young people, so we hear and listen to them and they speak freely to us about their lives and we are well placed to see or hear or sense if something is wrong

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we supervise the children and young people with vigilance and are always alert to their behaviours and feelings across the day.

- we work hard to be aware of changes in the children and young people’s behaviour that could indicate something is wrong.
- in our daily interactions, we strive to be “good parents and carers” and offer guidance and support alongside their formal lessons in PSHE and Science for example where sex and relationships are learned about.
- every day we seek successes for the children and young people as people and learners that build their confidence and self-esteem and their understanding of the world.
- we work with the children and young people so they can develop the self-worth and self-confidence to know what is safe and acceptable and what is unsafe and unacceptable.
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2. What to do if you’re worried about a child

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.

Helen Kidney is the school’s Designated Safeguarding Lead (DSL) and she works closely with and is supported by the Deputy DSLs – David Jones (Headteacher), Carl Moore, Vicki

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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 school briefings and debriefings not just to share and listen but to challenge the DSL/DDSLs 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 the DSL/DDSLs 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 headteachers) 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 co-chair Liz Shinn lshinn@barleylane.devon.sch.uk or Helen Crossfield hcrossfield@barleylane.devon.sch.uk

Sometimes worries and concerns can occur to us 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>

3. 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:

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- 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/DDSLs 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/DDSLs 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.

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4. Child protection and safeguarding: the first agenda item every morning

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

- 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 there 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 or does it need to change? Does a matter need checking on. Chasing, pursuing?

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 complexity and by us in the inevitable shortcomings in our practice and the two inevitably combine to create powerful risks in school every day.
- b. What must we do relentlessly well, better and or differently to keep the children safe?
- c. Is this about an individual or does whole school practice need to be improved, modified and developed? What must happen? What must we do?

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?)

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5. Anti-bullying

We understand bullying is 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.

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 the perception of the person experiencing the hurt and unhappiness that takes precedence

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 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.

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.

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
- Staffing and supervision are constantly scrutinised and fine-tuned to prevent difficulties and ensure the benefits that 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. We check in with the young person periodically to ensure it has not reemerged.
- 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;

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- 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.
- Experience tells us we must 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. There is a kind of bullying of others through “victimhood”, where every difficulty and disagreement however small or speedily resolved is escalated and catastrophised. Sometimes, parents and carers and professionals can contribute to this.
- 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 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. 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. It is 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.
- 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.

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, particularly Islamophobia.

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.

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We recognise that these and all forms of bullying can be matters of child protection where escalation to MASH input and intervention may be necessary

6. 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 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 practical 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.

Culture and ethos: bringing the right values and attitudes to our work.

- Understand and apply the notion of personal responsibility for maintaining one’s own and the health and safety of others.
- Understand 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.

Rhythm and routine: making sure the framework and prompts for sharing risk and reflecting and acting are in place.

- The daily accessing of the dedicated safeguarding email account as risks emerge and our responses set out
- The daily ritual of 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?**

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- 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 email, 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

A way of working: once the day begins the dynamic and shifting nature of our work needs perpetual thinking about and constant intelligent tweaking.

- 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.

7. 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 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.**

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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.

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- 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,

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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 member of staff’s judgement are “serious” should be recorded and shared with SMT and a collective response with

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families agreed. It is in these situations that calm, reflection and consultation are essential.

8. Staffing levels and support

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 headteacher 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 HLTA 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 complex needs of the children and young people and the consequent shifting chemistry between them.

Support staffing across the wider school should provide at least one and if possible two 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

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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 manner 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.

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- 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.

9. **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 **to ensure all absences are explained and legitimate and children have not fallen into any gap between home and school** (also keeping relevant professionals, e.g social workers informed about any unexplained absence);
- 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;

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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 email 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 headteacher, or the named person deputising, must be alerted to these cases so a judgment can be made. If a child is unaccounted for a welfare check firstly by staff or in some cases the police may be needed and in practice the former reasonably frequently.
- 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 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.

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- The member of staff 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 issue in monitoring where children are, is maintaining vigilance when **on offsite activities** and taking reasonable and practicable steps to supervise and monitor the children’s movement . 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 the team and every child then has two sponsors.

This approach is developed further where children present risks to other children. In that case, “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 “own” four children over the course 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 against and even wholly prohibited because they present risks we cannot manage 100% reliably.

10. Safely managing visitors and access to students

We are a busy school with a diverse and complex student body. There are frequent multiagency 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 SLT and if necessary tell them to leave the premises immediately.

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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 member of staff 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 member of staff; 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 member of staff 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.

Sept 20th 2022

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What to do if you're worried about a child

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 leads” 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.

Helen Kidney is the school’s lead on safeguarding and she works closely with and is supported by David Jones (Headteacher) Carl Moore, Vicki Sessions: 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 Ms. Kidney, Mr. Jones Mr. Moore, Mrs Sessions 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 Helen Crossfield – hcrossfield@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>

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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.**

11. 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**

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pragmatic conversation about risks that supplement and supports any original planning and EVOLVE submission.

12. 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 member of staff (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.

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- 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.

13. 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

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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

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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.

14. 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.**

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- 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

15. Documenting when we hold children

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

Physical Intervention Report - Barley Lane School

All incidents require **as much detail as possible** that lead to a structured report that makes certain events are scrutinised, reflected and learned from.

Individual Holding Plans (IHP) & Individual Risk Management Plans (IRMP)

IHP & IRMP must always be cross referenced when writing this report. This is to ensure the young person was suitably managed and if necessary, the plans updated with any new insights and knowledge to reduce the likelihood of the incident reoccurring. We must demonstrate we are reflective and committed to reducing the use of restrictive practices. What can we do consistently well, differently or better next time?

Holding children incident record (completed in “Word” and given a **reference** PI-date-time-pupil initials-staff initials. So, for example **PI-01-03-22-1152-BO-CM** the SLT when monitoring will add a GRADE of severity in the form of 1 LOW 2 MEDIUM or 3 HIGH depending on a number of factors including but not limited to the risk of incident, nature of incident, length of any holding and force of holding.

Once complete this must be emailed from your account as an attachment to the Senior Leadership Team (SLT) vickisessions@barleylane.devon.sch.uk, djones@barleylane.devon.sch.uk & cmoore@barleylane.devon.sch.uk for **monitoring and annotation** and they will load on CPOMS once annotated as a “PDF” file to ensure integrity of document and content.

- **Use CPOMs to briefly record and document incident details and alert everyone involved.** You and all involved must then complete this dedicated physical intervention report. If in any doubt on how to document and where, speak up and ask the wider team. We meet twice daily and have access always to a school lead and walkabout team.
- **The report must be completed and sent to SLT within 24 hours** of the original incident. Where possible the report should be completed prior to leaving site on the day of the incident.
- **Consider whether the incident should be burned to DVD DISC** and stored securely in the site safe for 30 days.

Before resorting to holding a young person, we must consider what our legal reason is to do so.

Stop, think – what is the legal reason for holding or resorting to restrictive practice?

Have any relational or restorative practices been applied?

Have we asked them to stop?

What is the dynamic risk assessment telling us?

NEVER HOLD A CHILD ALONE unless its life or death, or the greater risk of harm is too powerful to not do so – would it be negligent to do nothing?

Use of reasonable force - Advice for headteachers, staff and governing bodies July 2013

Schools can use reasonable force to remove disruptive children from the classroom where they have refused to follow an instruction to do so. Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit. Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others. Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground and restrain a pupil at risk of harming themselves through physical outbursts.

There are no circumstances in which a teacher can use physical force to punish a pupil. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Behaviour and discipline in schools - Advice for headteachers and school staff January 2016

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Children's Act (1989)

The welfare of the child is paramount

<p>Member of staff (MOS) completing report</p> <p>Please use your full name</p>	<p>Member of Senior Leadership Team (SLT) monitoring</p> <p>Please use your full name</p>	<p>Any supplementary reporting annotating please use a different colour font.</p> <p>Please use your full name</p>	<p>Has IHP and IRMP been cross referenced and updated by MOS writing this report.</p> <p>(Date & Time updated)</p>	<p>Date & Time report written</p>
<p>Carl Moore</p>	<p>SLT MONITORING ONLY</p>			

Child full name	MOS	Date	Time	Place	Others Present

Nature of holding (technique)	How long did holding last	Level of force 1 very low 5 very high	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 **legal reasoning** for holding a child?

Who has tested the credibility and safety of decision making and reasoning (this must be one of VS/DJ/CM) **they must note below** their comments supportive and if necessary critical.

SLT MONITORING ONLY

Describe in as much detail as you can how the holding happened, its nature (techniques) and how it was safely ended?

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. What do the IRMP's/IHP's tell us?

Was the child checked by a 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?

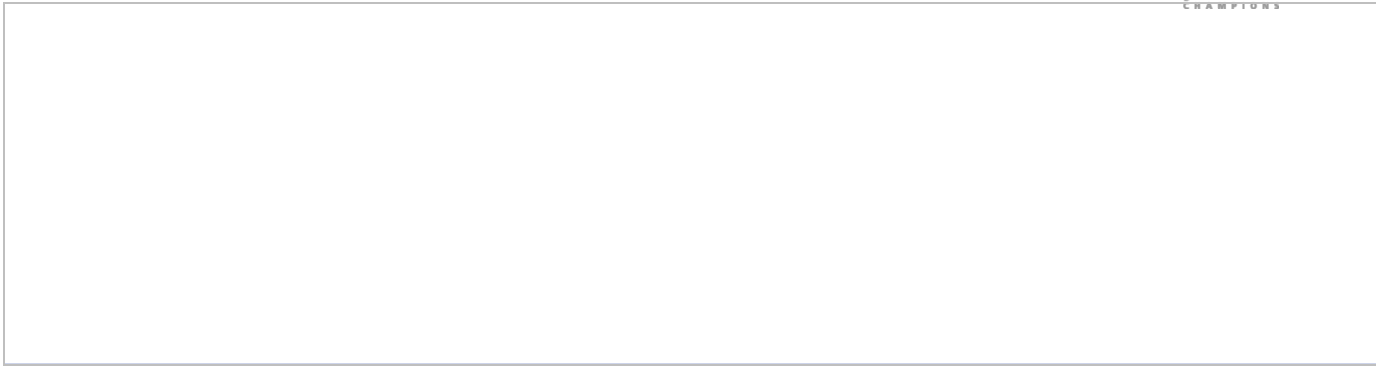
Children and young people's voice. What kindness, support, relational & restorative practice was offered and what opportunity was given to **the young person** to reflect on how they felt and behaved? What can be usefully learned?

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? **How would you manage a similar situation differently next time?**

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?)

SLT MONITORING ONLY

It is now necessary to **CREATE OR UPDATE** the child's Individual Holding Plan (IHP) and Individual Risk Management Plan (IRMP). Please describe (briefly) what changes have been made or create one with all colleagues that helped safely manage the incident.



Nature of holding (technique) PRICE Training techniques

Escorting and holding techniques are at times required to keep children, young people and us safe. We work with PRICE Training who assist us with positive behaviour support and when required safe use of restrictive practices known as physical intervention. Below are some prompts and techniques we have been trained in to refer to when documenting

The Children’s Act (1989) – “the welfare of the child is paramount”

Phase One	Walk and talk	Single Embrace	Adapted Embrace	Phasing/transiting from phase one to phase two?
Phase Two	Figure of Four	Cupped Hand	Standing Double Embrace	
Lawful Reasoning	Did you ask them to stop?	Absconding site?	Serious harm to self being prevented?	Improvised in Good Faith?
	Serious disruption of wider good order and discipline		Serious harm to others being prevented?	
	Separate from a known and identified trigger?		Serious and significant damage to property with the consequence of harm?	

Reasonable force

The decision on whether to physically intervene is down to the individual professional judgement. The use of force is reasonable if it is proportionate to the circumstances it is intended to prevent. This means that the degree of force used should be no more than is needed to achieve the desired outcome.

If you have had to resort to restrictive practice, restraint, physical intervention, have you reflected and complete the following in the section on page 2 of this document? If not please complete now.

Nature of holding (technique)	How long it takes to be conducted	Level of force 1 very low 5 very high	Number of staff holding and who?	Staff observing supporting

Who engaged contact and on what side?

Pupils Left Side	Pupils Right Side

Was the child/young person marked as a result of using restrictive intervention? If so please mark on body map location and approximate size. Describe further in box below. First aider attended?

Any further observations or contributions? Has the young person marked themselves accidentally? Or deliberately?

<p>CCTV recorded and backed up?</p> <p>(Please circle or delete as appropriate)</p>	Yes	No
<p>By who and stored where?</p> <p>Recorded data will be retained in line with CCTV policy</p>		
<p>Please ensure that this document has the contributions of all named people involved no matter how small that contribution may be. The named person writing the report should take a lead role in this and secure input from all involved. It is best practice and would argue essential that antecedences, specific behavior and/or insights to the incident initially logged on CPOMS should be copied into the report in the relevant box.</p>		
<p>Reflection is very important, how would you manage a similar situation differently next time? What opportunity was given to the young person to reflect on how they felt and behaved? What can be usefully learned? It is now necessary to update the child's IHP and Individual Risk Management Plan IRMP.</p>		
<p>Once complete this must be emailed from your account as an attachment to the Senior Leadership Team (SLT) vickisessions@barleylane.devon.sch.uk, djones@barleylane.devon.sch.uk & cmoore@barleylane.devon.sch.uk for monitoring and annotation and they will load on CPOMS once annotated as a "PDF" file to ensure integrity of document and content.</p>		

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Suspension risk management – To be completed by Senior Leadership Team (SLT)		
Member of SLT completing document	SLT MONITORING ONLY	
Child being suspended		
Date of suspension		
Duration of suspension		
Reason for suspension		
Actual potential safeguarding risks created by suspension; for example, ASB or County Lines	Protective factors; for example, home supervision strong perhaps other professionals active and supportive	Specific risk management; for example, mentoring put in place
SLT comment		
signed off/dated/timed (SLT)		

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16. Documenting serious incidents

PLEASE READ BEFORE REPORTING – Anything highlighted in yellow is an extremely important set of instructions that must be adhered to.

reference: SI					
MOS completing report	member of SLT monitoring	Additional staff reporting in different colour/font	Has IRMP been cross referenced and updated by MOS writing this report (Date)	date report written	time report written

child or children	MOS	date	time	place	others present

Nature of incident/event/risk (include any relevant history and context)
What was the greater risk of harm?

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Why does this more developed report need to be completed in addition to a CPOMs entry? Explain your thinking and concerns

Describe how things were managed and made safe and resolved?

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 (a social worker for example) please document that here. Have you audited that conversation via email or CPOMS?

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

Who are scrutinising events? CM, DJ, VS – Another member of the ELT?

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

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

It is now necessary to **UPDATE** the child’s Individual Risk Management Plan IRMP. please describe what changes have been made.

If, as a result of this Serious Incident (SI) the discussion leads to a fixed term exclusion (FTE) the table below must be completed

FTE risk management

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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 and supportive	Specific risk management; for example mentoring put in place
SLT comment		
signed off/dated (SLT)		

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17. Specific child on child risk management

- In our specialist setting as our SEMH risk document describes *our student body by its nature 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* and we have the euphemistic term “Verona” for peer on peer sexual abuse and this at the very the sharp end of a continuum that includes persistent low level but insidious and corrosive sexual harassment again something identified as a known risk in some of our young people and in short as is often the case our work insists we are vigilant in ways mainstream schools are not.
- Our stated and published core ethos and values include a “*friendship*” that is unpicked and explained as “*respect*-empathy-forgiveness-compassion–**protection***” and our people are selected and retained and developed only if they are committed to and live out these values.
- Our preoccupation with anticipation, proactivity and so prevention scaffolded and facilitated by an obsessiveness about rigorous visible and intelligent supervision that is perpetually tweaked and refined and if necessary overhauled (attend any briefing/debriefing) what we describe simply as *the massive significance always of putting children and their supervision first*”
- As Ofsted pointed out *The key to the safe environment stems from the strong and trusting relationships that exist between pupils, their families and staff.*” And here is the oil that makes the whole mechanism, the engine of safety and wellbeing work effectively: your investment in and commitment to, your authentic care and compassion for the children and young people and their families this is what makes you vigilant and makes you matter and influential in their lives and so more likely to notice or to be disclosed to or shared with and you are empowered by that trust and respect to act and to make a difference.

Relentlessly cherish, protect and sustain and develop these and you create a context, a community where belonging and being safe and happy can and will thrive and so bullying and harassment of all kinds will struggle to get a foothold...

18. Absconding

Absconding is a characteristic of a small but persistent minority of our children and young people over time.

When it happens, best practice is as follows:

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- we share twice daily at briefing and debriefing and remind ourselves who is at risk of absconding and who else might be;
- where risks are high or a recent abscond triggers it, we will physically prevent them from exiting the building and apply periods where access to the school grounds is limited and sometimes withheld, as is access to off-site activities;
- we note the behaviours of known “absconders” and consider the risks that day in school and beyond. Monitor the student as they arrive and across the day for signs and signals of possible attempts to abscond;
- we will look for and be alert to risky combinations and those youngsters who encourage others to abscond;
- we will ask the operational lead about children who have not arrived in class;
- we will maintain the basic levels of security: locked outside doors and gates and be aware of access in and out of the school grounds and buildings that could be exploited.

If a student leaves the school grounds, for the purposes of speed the person discovering the absence or the first person able to act will manage the process to its conclusion or pass it over speedily to the lead senior member of staff.

If it is initially unclear whether the student has actually left the school grounds, this will include:

- briefly and promptly touring the school buildings and grounds
- if you cannot locate the student be cautious and assume they have gone
- do not allow more than 10 minutes to elapse between your first suspicion and your call to the police and parents.

If the student is about to abscond or is nearby:

- if possible convince them to return by talking and persuading;
- seek support and make a dynamic risk assessment: if you can safely physically stop and return the would-be absconder do so, within the PRICE practice;
- do not compromise the health and safety of staff or students with an inappropriate or poorly judged physical intervention;
- do not compromise the safe running of the school and the care, control and safety of the wider school community by leaving the school premises or advising others to do so;
- assess risk and a vulnerable child **will require “shadowing”** (tracking the student as they abscond), a more knowing youngster for example with a bus pass and a history of heading straight home may not.

If it is clear that the student has absconded or a student does not arrive at or return to school as planned or agreed and initial enquiries offer no sensible and safe explanation **within 10 minutes:** .

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- telephone the police and inform them (ensure the actual or potential vulnerability of all our students is made explicit and if they are CiC)
- telephone the parents/carers pertinent professionals and inform them
- take any reasonable, practicable action you can, eg drive a likely route or go to where they were last seen.

Once a student has left the school premises and the opportunity to intervene has been lost, an important dynamic risk assessment must be made and an informed and reasonable judgement on how exactly to proceed.

- Is the youngster at great risk?
- What time of day is it?
- What are the weather conditions like?
- Where are they likely to go and how hazardous is that journey?
- Consider the state of mind, age, maturity and competence of the youngster.
- What could have or did prompt the absconding?
- If he is to be pursued, will a physical intervention be difficult and dangerous?
- Are there sufficient staff to both support a pursuit and intervention and to manage the remaining students in school safely and has this been planned for?
- Should the youngster be followed and shadowed until the police can intervene?
- Are the needs of the other students greater and should the matter now be left to the police?

If you can safely do so “shadowing” on foot and or driving the route are sensible practicable actions that allow the possibility of negotiation and the student’s safe return.

The child’s safety is paramount and if to recover a child ,he needs to be returned home then do so.

19. Roof climbing

Roof climbing has been such a rare occurrence in school that guidance for staff is not necessary beyond the already well established dialogue about risk we have each morning and afternoon and the ongoing conversation as the school day unfolds.

We have something that is very rare but very risky so when it does happen we must be clear what to do. Whatever sensible, practical precautions and preventative work can be done, has been.

Should a child climb on the roof, we will:

- calmly and assertively and repeatedly remind them of the dangers and both encourage and instruct them to stop. Repeat this at least three times seeking to be assertive, supportive and conciliatory in tone;

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- immediately call for support and then dynamically risk-assess. If you can prevent them getting on the roof , or swiftly and safely get them down, then hold the child to keep them safe;
- make a judgement and be confident in holding the child decisively and safely. This will be after considering things like their size , your fitness and athleticism and strength. Do not move outside your own limitations as an ill-judged hold can be escalatory and likely to increase risk;
- if the child is on the roof ,instruct them and support them as described above and make sure they are aware it is about their safety not about being in trouble;
- call for support and at this point consider if you are adding to the risk. Were you a part of any original difficulty? Would a neutral member of staff provide a discreet and reassuring presence.
- Call or make sure the police are called immediately as if matters de-escalate we can update them and if matters grow in risk and danger they are on their way and they can access their specialist negotiator.
- we call parents and if practicable they may wish to attend and then be advised by police how best to contribute although experience tells us the police prefer to work alone;
- manage movement and access to the event, not only to make safe the incident but because such events electrify and frighten the children in equal measure. We must seek to ensure the wider community remains calm and neutral so the police are best placed to achieve a safe outcome.

20. Drug and substance misuse

Young people naturally resist being lectured and even attempts to supportively inform are sometimes perceived negatively. This coupled with the natural risk taking and rebellion that often characterises adolescence and is sometimes exaggerated in our students means that teenagers will do risky things.

It is our job as staff and parents to support, guide and protect the children. However, in reality, experience and precedents mean that there will be periodic episodes of use and attempts to access alcohol and drugs whilst in our care both on-site and in the local community.

The key questions for us are what can we do to inhibit and actively discourage this and what do we do when it happens? We will:

- like good parents, keep a conversation going about the health risks in a way that seeks to skilfully and persistently highlight the risks and does so by explicitly stating our care and concern for them;

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- rigorously keep the use of tobacco to an absolute minimum and always off-site and in public spaces where the furtive and secretive process of taking anything more risky and illegal much harder;
- remind students that they risk criminal prosecution and that whoever shares drugs is in law regarded as a supplier;
- consider having a visit from the local police and their drug sniffing dog which is both fascinating and a potential deterrent, as is the occasional “drop in” visit by local police officers;
- inform the police and bring them on-site where on the balance of probabilities, students may be in possession of drugs or drug paraphernalia;
- if we suspect something, always challenge students directly and politely and write to parents when there is reasonable suspicion of drug or substance use. There is a model letter that emphasises a constructive and supportive approach but one that makes clear the risks and what could be at stake:
We have advised the young people that they risk criminal prosecution and that whoever supplied it is in law regarded a drug dealer. Any student sharing and providing drugs would risks permanent exclusion. Any developing habit with Cannabis can lead to long term psychological problems so there is the critical matter of health and wellbeing.”;
- make the young people feel sufficiently scrutinised, uncomfortable and at risk of exposure and in most cases they will pragmatically step back. However this highlights the risk of doing nothing as this can have the opposite effect.
- acknowledge that serious, repeated and/or blatant and on balance of probabilities, proven use and distribution of drugs is likely to lead to police intervention.

21. Managing the risk of violence in school safely

We must protect each other’s health and safety. The entire school community cannot and is not expected to tolerate dangerous or persistent violence in any form from adults and children alike.

We do distinguish between different levels of aggressive and violent behaviour, as follows:.

- We can manage spontaneous outbursts and losses of control particularly with younger students but repeated violent and explosive episodes become harder to manage safely as youngsters physically mature.
- Unprovoked and planned assaults are never acceptable. We believe there is a significant difference between two youngsters falling out and exchanging blows in anger and a premeditated assault.

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- The school has always reacted promptly and strongly to assaults on staff: particularly when they have behaved wholly reasonably and fairly; the school would eventually cease to function if students did not regard such behaviour as entirely unacceptable and taboo.
- We will always consider each case individually. Health and safety, the safe and secure running of the school and the happiness and security of all of the children and the wider school community will inform our decisions.

We must also address the possibility of aggressive or violent behaviour from visitors to the school. In these circumstances we need to consider the following:

- Do not attempt to manage difficult, belligerent or potentially violent people; remain calm and neutral, withdraw and inform the police promptly. Call upon colleagues immediately for support. Use your walkie-talkie.
- It is reasonable to politely ask people to leave the school site but if you believe this may be dangerously provocative or inflammatory you may decide not to.
- As far as is reasonable and practicable, protect the students in your care: removing them from potential danger or difficulty and calling immediately for support from colleagues.
- Calm withdrawal, promptly seeking support and calling the police is the quickest route to safety.
- There is no expectation that staff should manage anyone outside the community of children and colleagues.
- If a dynamic and on the job risk assessment, instinct and judgement suggest a calm, sensible and assertive intervention could bring a speedy resolution then they may choose to act but always mindful of their health and safety responsibilities to themselves and the youngsters in their care.

22. Searching youngsters and confiscating items

Every school's student community always contains a minority of students who will attempt to bring on site inappropriate and unsuitable, even unsafe, substances and items.

The school rarely searches instead relying on student's co-operation to hand over risky and or inappropriate items.

If risks mean we must and we can safely, swiftly and decisively intervene and search for and confiscate any item or substance that presents an immediate and serious risk to the health and safety of the school community, students, staff, neighbours and visitors then we will without their co-operation

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If a lack of co-operation prevents us quickly making things safe and it adds to risk through stridency and aggression the police will be involved.

Searches should then be rare because in our setting they are risky and motivated only by the determination to keep everyone safe; a search may be prove necessary in the following circumstances and in the following ways.

- Sophisticated mobile phone technology means it may be necessary in some circumstances where the risk of harm greater to search and confiscate phones; for example cyber bullying is happening “live” or children and young people are accessing and sharing extreme sites that present an immediate risk of psychological harm and these distinct from accessing music or texting that are nuisance factors and not allowed but not worthy of a risky and potentially escalatory search and confiscation.
- Senior staff must be both informed and involved and the likely risks and outcomes of any intervention fully but speedily reflected on and explored and planned for (dynamic risk assessment) and the value of a short, sharp informed conversation that leads to decisive intervention is clear if risk of harm high.
- There should be no forcible searches and confiscation unless there is a burning health and safety issue for example staff believe the child might be about to ingest a drug or act out violently with a weapon and in these cases the police should be called to support even if staff judge they have the confidence and skill set to get a quick safe win.
- Please consider prior to any potential search or any escalation to police intervention if there is reasonable suspicion but compliance from the child cannot be achieved then parents can be informed and the child taken off-site and an FTE applied **but if the initial risk is serious and or made worse by the student’s behaviour or there is an element of illegality/criminality the police should be involved immediately.**
- For example a child with no history of risky or violent behaviour carrying a small Swiss Army Knife he won’t hand over but can be safely returned home then we have that option but a child with a lock knife and a more aggressive and risky history leaves no wriggle room; in all but the most pressing and immediately high risk situations staff and children must have some space to resolve matters peaceably and staff some discretion and thinking space and wriggle room to make the safest most pragmatic decision.
- If then, on balance of probabilities, staff reasonably suspect that an illegal or inappropriate and risky and damaging substance or item has been brought on-site or a phone/gadget is being riskily misused and there is a pressing and genuine threat to the welfare, wellbeing and health and safety of the school community for example alcohol, drugs, a knife or improvised weapon, accessing and or sharing pornography or extreme violence then searching and confiscation are reasonable and proportionate however...
- The search may be reasonable but it should still normally proceed only after the youngster has had an opportunity to be reasoned with and given the opportunity to

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voluntarily handover the risky substance or item **but this reasonable and stepped approach can and should be immediately usurped and the police called urgently if for example it involved a weapon or a drug or staff suspect phones are being used in abusing or grooming.**

- Any intervention whatever its outcome must be documented on a serious incident form

23. Working with the Police

There are occasions when it will be necessary to seek the support of the police to remove or respond suitably to any person within or beyond the school community who presents a serious threat to the safety and security of the school’s extended community and this may include parents.

These occasions may include:

- To recover safely students who have absconded or are missing;
- To address high risk and potentially illegal/criminal student behaviours. For example, the use of drugs or extreme destructiveness and violence, being in possession of a weapon;
- To support us in keeping children safe. For example, a restraint to prevent harm to another child is becoming too protracted and risky and distressing for student and staff;
- To remove from the site excluded students refusing to comply with that exclusion;
- To work alongside Social Care in addressing emerging child protection cases

Parents will be informed promptly if their son is likely to be subject to police intervention and given the opportunity to be on-site and accompany and support their child. In the absence of a parent the school should seek to support the student.

Once the police are involved the school places its trust in their judgment and professionalism in tackling issues appropriately but remains a critical friend.

24. On-line safety

That some children are at greater risk of harm than others, both **online and offline.**

The school has a duty to provide children with high quality internet access as part of their learning experience. The purpose of internet use in the school is to equip our young people to use it competently, usefully and safely and to make teaching and learning always good and increasingly outstanding because the internet can make both teaching and learning accessible, innovative, exciting and engaging.

Principles for safe use of the internet

- Personal items that have internet capability are prohibited items in school and will be removed or confiscated.
- Pupils will use the internet in school with suitable graded supervision

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- Pupils will be specifically supported and informed about the risks and how to stay safe on-line through both PSHE and IT and in an ongoing conversation across the curriculum and community with the staff team.
- The school will provide suitably filtered and monitored access to the internet for pupils (in practice not allowing mobile phone access critical here given the sophistication and ever-growing capability of smart phones*)
- Staff will exercise reasonable and practicable rigour and precaution to ensure that pupils access only appropriate material.
- Any emerging risks and concerns will be shared with DSL who will seek advice from MASH for example staff express concerns about on-line grooming or radicalisation and the team will be mindful of these risks in their daily briefings and debriefings under the Safeguarding prompt.

Online activities which are encouraged include:

- That some children are at greater risk of harm than others, both **online and offline**
- The safe use of the internet by pupils to investigate and research and learn
- To make the curriculum and learning more accessible, engaging and exciting.
- The ongoing and dynamic development of pupils 'diverse competence in ever developing ICT skills
- Using the internet to safely stay in touch and make safe and appropriate connections with others.

Risky and inappropriate on-line activity, includes accessing sites, where:

- pornography is displayed;
- violence and harm are portrayed.
- images and text likely to damage and pervert a young person.
- extremist views could distort and damage a young person's emerging beliefs and values and consequently behaviours.
- contact with unknown others is potentially unsafe and there is a risk of grooming
- children can purchase and or download items.
- children can use IT to post and distribute material that hurts, disrespects and diminishes others.
- Accessing the dark web
- By passing security measures

The school operates several additional internet safety measures:

- A classroom and student on line and internal network activity monitoring system;
- IT engineer manages all student computers and actively locks out the ability to import any files, cds/dvds, images etc from exterior sources i.e. media sticks, mobile phones etc;

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- The school internet is supplied only by DCC proxy server, there is no access to the “open internet” allowing the school to use SWGFL internet blocking technology. facilitating control of any inappropriate sites at county and local school level.

The school’s policy on mobile phones is set out in the home school agreement.

Appropriate use

What follows is about how the team uses technology in a way that can keep everyone safe

School staff

- Use is clearly and obviously appropriate to school and the work and activities of the school team for example a school camera used to take photos to evidence or celebrate pupil learning.
In contrast a school camera used to take informal shots of children with no clear and valid purpose that are then stored on other equipment.
- Use is reasonable, respectful and inclusive for example parents are alerted and invited to a school open evening via social media.
In contrast a teacher uses their social media account to express extremist and inflammatory views.
- Use is reasonable and logical for example a school laptop downloads a BBC iplayer documentary on a credible subject say “radicalisation” and it is age appropriate and used in class.
In contrast a school laptop loaded with box sets of comedies quite clearly for personal use and of no educational value.
- Use is ethical and safe for example sensitive safeguarding information must be held and held securely on a laptop (using and keeping equipment and its contents safe and secure an essential bottom line expectation)
In contrast and quite obviously extreme or violent or pornographic material is accessed and stored
- Personal use of any equipment is readily and easily explicable and safe and also infrequent for example a school phone may have to be used to call home occasionally or a personal email account sometimes accessed out of hours on a school laptop.
In contrast the habitual use of school equipment for personal reasons that cannot be reasonably explained and or justified.
- Staff must consider too the safe and appropriate and responsible use of technology and the internet and social media in their personal lives; for example social media activity should be habitually at the highest level of security and confined to their families, friends, peers and other adults.

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In contrast readily accessible accounts and careless use of language or extreme opinions and engaging with students via social media (see our code of conduct) are all clearly unsafe and “inappropriate”.

Throughout it should be wholly possible for the school’s IT and or school’s business manager to conduct unannounced “audits” of use and for any anomalies/concerns to be explored and explained.

It should be inferred then that reasonably where use is not demonstrably appropriate, reasonable, logical, ethical, safe and any personal use is not readily explicable and safe and infrequent competency or conduct will be triggered.

Students

Monitored, supported and guided (and if necessary challenged and restricted) by staff, students:

- Do not need and will not have access to personal phones, laptops, tablets and so on (independent travellers to school will hand in their phones to the office on arrival and students attending college will follow the protocols in those respective institutions)
- They will be guided and supported through PSHE and IT about the risks the internet brings from cyber bullying through internet addiction to grooming and radicalisation.
- Will access the internet freely but usefully and safely on suitably screened and monitored school equipment (see internet safety guidance) and take incrementally greater responsibility for safe choices as they mature.
- Any email or social media activity in school will be limited and monitored and respectful and pertinent to their learning or safe and appropriate social interaction.
- Any activity beyond school that damages the wellbeing and happiness of others via social media, email or text will be dealt with pragmatically in school by supporting children and parents in “blocking” and alerting providers to any cyber bullying but also if such activity spills over into school life we will apply consequences in school.
- Who misrepresent and disrespect and damage staff on-line can expect the school to respond in whatever reasonable and practicable and proportionate way it can and that will include seeking specialist and legal advice and possible legal action.

Parents and carers

- By accepting a place in our school they will support and abide by our home school agreement and the expectations of students set out in this document most notably and pertinently the “no mobile phone/gadget expectation”.

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- They will take reasonable and practicable steps to keep their children safe on-line and the school will provide accredited on-line training on internet safety to support parents in this.
- They will not abdicate responsibility and place demands on the school to manage their child’s internet access and activity at home when it is clearly wholly impracticable to do so and it is their responsibility.
- They will take reasonable steps to restrict access and to prevent and to sanction on-line bullying at home.
- Parents and carers who misrepresent and disrespect and damage staff or the school on-line can expect the school to respond in whatever reasonable and practicable and proportionate way it can and that will include seeking specialist and legal advice and possible legal action.