

# Ysgol Gymraeg Pen y Garth Safeguarding Policy



## Guidance Note

Schools and other settings within the Directorate of Learning and Skills must have an effective safeguarding/child protection policy that is:

- in accordance with Local Authority guidance locally agreed interagency procedures
- inclusive of services that extend beyond the school day
- reviewed at least annually
- made available to parents or carers on request
- provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs

This model Safeguarding Policy is made available by the Vale of Glamorgan Directorate of Learning and Skills to support the development of safeguarding policies in all areas of the Directorate.

The model policy is based upon the model child protection policy provided in Welsh Government guidance document no: 265/2020 of *Keeping learners safe*.

Please note that the term school is used throughout this model safeguarding policy. However, the document is intended for use by all settings within the Directorate of Learning and Skills and therefore will need to be amended accordingly for use by libraries and Adult Community Learning.

Similarly, the model policy refers extensively to safeguarding/*child protection*, *children* and *pupils* and will need to be amended for use in adult settings.

The model policy can be adapted by individual institutions by the addition of an organisational logo and additional content relevant to the setting.

The model policy exists within the legislative and governance frameworks for safeguarding in Wales, including:

- Section 175 of the Education Act 2002
- Common law duty of care
- Children Act 1989
- Children Act 2004
- The Equality Act 2010
- The Social Services and Well-being (Wales) Act 2014
- Safeguarding Children: Working Together Under the Children Act 2004
- Wales Safeguarding Procedures
- The Children's Rights Framework
- The United Nations Convention on the Rights of the Child (UNCRC)
- The Rights of Children and Young Persons (Wales) Measure 2011
- The Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015
- Regional Safeguarding Board
- Child Practice Reviews: multi-agency professional forums (bland)
- Counter-Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003
- European Convention on Human Rights

**NB. A safeguarding policy must reflect new and emerging legislation and guidance.**

## **Safeguarding Officer**

Becca Pugh

## **Deputy Safeguarding Officers**

Sara Ryall      Mari Jacks

## 1. INTRODUCTION

Ysgol Gymraeg Pen y Garth fully recognises the contribution it makes to safeguarding and child protection and that children have a right to be safeguarded and protected from harm.

Our policy is informed by a children's rights approach to safeguarding as a principled and practical framework for working with children, grounded in the UN Convention on the Rights of the Child.

There are three main elements to our policy:

- Prevention through the culture, teaching and pastoral support offered to learners;
- Procedures for identifying and reporting cases, or suspected cases, of abuse – because of our day to day contact with children our staff are well placed to observe the outward signs of abuse;
- Support to learners who may have been abused

Our policy applies to all staff and volunteers working in the school and governors. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

Our policy should be read in conjunction with Welsh Government guidance document no: 265/2020 *Keeping Learners Safe*.

<https://gov.wales/sites/default/files/publications/2020-10/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act.pdf>

## 2. PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard learners.

Our school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure children know that there are adults in Ysgol Gymraeg Pen y Garth whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for Relationships and Sexuality Education which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate.
- Take a whole school approach to wellbeing which will incorporate safeguarding and preventative measures to support children and families.

## 3. PROCEDURES

We will follow the Wales Safeguarding Procedures that have been endorsed by 58 Safeguarding Children Boards. Ysgol Gymraeg Pen y Garth will:

- ensure it has a Designated Safeguarding Person (DSP) for safeguarding who has undertaken the appropriate training;
- recognise the role of the DSP and arrange support and training;
- ensure every member of staff and every governor knows:
  - the name of the DSP (Becca Pugh) and their role and the designated governor for safeguarding (Linos Misra);
  - how to log any safeguarding concern on the school's My Concern system;
  - that the Deputy Safeguarding Officers have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board; and
  - how to take forward those concerns where the DSP is unavailable.
- ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect and know how to respond to a learner who may disclose abuse or neglect.

When a member of staff, teaching or non – teaching, is alerted to signs of abuse or neglect s/he should discuss the issue with the school's DSP or in their absence the Deputy Safeguarding Officers. If the decision is taken that the incident needs to be referred, **the DSP in the case of an emergency where there are immediate child protection concerns must without delay make a telephone referral to CYPS** by telephoning the Duty Officer on 01446 725202, or out of hours on 02920 788570, in the unlikely event that they are unable to contact CYPS then the referrer needs to dial 999 and report the matter to police as an emergency. This must be followed within two working days by completing the Multi-Agency Referral Form (MARF) via e-mail to: [dutymarfs@valeofglamorgan.gov.uk](mailto:dutymarfs@valeofglamorgan.gov.uk) . Cases which do not require immediate child protection can be referred through submission of a MARF. If the "Child in Need" referral box is ticked, the MARF must be accompanied with parental consent. No parental consent is needed for the "CP" referral box.

Advice may be sought prior to referral by discussing concern with CYPS duty desk, or the [Safeguarding Officer for Learning & Skills](#) –01446 709867.

The school/DSP should ensure that members of staff who are Education Workforce Council of Wales registrants are aware of the Code of Professional Conduct and Practice for Registrants with the Education Workforce Council and the expectation within the Code that registrant has regard to the safety and well-being of learners in their care and related content.

The school/DSP should ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus.

Ysgol Gymraeg Pen y Garth and the Vale of Glamorgan will provide training for all staff so that they:

- understand their personal responsibility;
- know the agreed local procedures and their duty to respond;
- are aware of the need to be vigilant in identifying cases of abuse and neglect;
- know how to support a child who discloses abuse or neglect; and
- understand the role online behaviours may have in each of the above

School should notify the local authority's social services team if:

- a learner on the child protection register is excluded, either for a fixed term or permanently; or
- there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend).

School should work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences.

School should keep records on My Concern of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately.

School should ensure that all safeguarding records are kept securely in locked locations or on the school's My Concern online system.

School should adhere to the procedures set out in the Welsh Government's Disciplinary and Dismissal Procedures for School Staff.

School should ensure that recruitment and selection procedures are made in accordance with Welsh Government's Keeping Learners Safe guidance; and designate a governor for safeguarding who will oversee the school's child protection policy and practice.

All visitors must sign in when they arrive and wear a 'visitor' lanyard.

All staff members have a lanyard with their picture on it and a card which outlines the school's safeguarding procedures.

### **3. SUPPORTING THOSE AT RISK**

- We recognise that children/young people who are at risk, suffer abuse or experience violence may be deeply affected by this.

- Our school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- Our school will endeavour to support the learner through:
  - the content of the curriculum to encourage self-esteem and self-motivation
  - our school ethos which promotes a positive, supportive and secure environment; and
  - gives learners a sense of being valued (see section 2 on Prevention)
- Our school consequences charter and Relationships Policy, which is aimed at supporting all pupils in the school. All staff will agree on a consistent approach which focuses on needs of the child. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable, but she/he is valued and not to be blamed for any abuse which has occurred.

We will liaise with other agencies who support the learner, underlying the following:

- Educational Psychology Service, Engagement Services or the Education Welfare Service
- Child and Adolescent Mental Health Services and advocacy services;
- We will keep records and notify the local authority as soon as there is a recurrence of a concern.
- When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform Social Services.
- The school has a suitable secure email address in order for notifications to be received as part of Operation Encompass, and to support the child subject of that notification.

#### **4. ANTI-BULLYING**

We have an anti-bullying policy which is set out in *(the anti-bullying procedures 2020)* reviewed annually by the governing body and consistent with Vale of Glamorgan Directorate of Learning and Skills *Policy and updated Guidance on Anti-Bullying in Schools/Educational Settings* (2014) and the Welsh Government Guidance document No: 050/2011 *Respecting others: Anti-bullying overview* <https://gov.wales/sites/default/files/publications/2018-03/respecting-others-anti-bullying-overview.pdf>.

#### **5. PHYSICAL INTERVENTION**

Our policy on physical intervention is set out in *(a separate document)* and is reviewed annually by the governing body and is consistent with the Welsh Government's guidance on Safe and effective intervention – use of reasonable force and searching for weapons.

<https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

#### **6. CHILDREN WITH ADDITIONAL LEARNING NEEDS**

We recognise that statistically children with learning difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or social emotional and mental health difficulties need to be particularly sensitive to signs of abuse.

#### **7. PREVENT DUTY**

Staff complete Prevent training annually. It complies with the *Revised Prevent Duty Guidance: for England and Wales* (2015) <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales> and Welsh Government guidance document No: 045/2011 *Respect and resilience* <https://gov.wales/sites/default/files/publications/2018-03/respect-and-resilience-developing-community-cohesion.pdf>

and informed by the *Respect and resilience Self-assessment tool 2016* <https://gov.wales/sites/default/files/publications/2018-03/self-assessment-tool-respect-and-resilience.pdf>

#### **8. ONLINE LEARNING**

As a school we will take the guidance and advice laid out in the *Revised Keeping Safe Online: Live streaming and video conferencing safeguarding principles and practice*

<https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice>, to ensure that our whole school community is kept safe whilst learning online. We also have an online learning policy in school (2021).

## 9. RECRUITMENT AND SELECTION

Our school is committed to safeguarding and promoting the welfare of children and expects all employees, agency workers, contractors and volunteers to share this commitment.

Safer Recruitment is the first step to safeguarding and promoting the welfare of children in our school by the implementation of a policy and procedures that help deter, reject, prevent or detect people who might abuse children or are otherwise unsuited to working in a school environment.

Our policy on safer recruitment complies with the with the Vale of Glamorgan Council's *Safer Recruitment Policy* (2013) <https://staffnet.valeofglamorgan.gov.uk/Schools/Safer-Recruitment/Safer-Recruitment.aspx> and *Safer Recruitment Guidelines* and Welsh Government guidance document no: 265/2020 *Keeping Learners Safe*.

## 10. SAFEGUARDING RESPONSIBILITIES IN OTHER SPECIFIC CIRCUMSTANCES

Our school is aware of the duty and responsibility to safeguard pupils in specific circumstances and has adopted statutory and good practice guidance, consistent with Welsh Government guidance document no: 265/2020 *Keeping Learners Safe* <https://gov.wales/sites/default/files/publications/2020-10/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act.pdf>.

## 11. SELF-EVALUATION AND AUDIT

Our school maintains an up-to-date safeguarding self-evaluation report which is reviewed annually by the governing body and consistent with the Estyn *Self-evaluation form for Safeguarding and Child Protection* <https://www.estyn.gov.wales/system/files/2020-07/SER%2520For%2520Schools%2520RE%2520SFG%2520%25202017.docx> or the Welsh Government safeguarding self-evaluation *Audit Tool and Guidance* <https://gov.wales/sites/default/files/publications/2020-11/annex-3-safeguarding-audit-tool.docx> that accompanies *Keeping learners safe (Annex 3)* as tools for continuous improvement in safeguarding practice.

## 12. ALLEGATIONS AGAINST EMPLOYEES AND VOLUNTEERS

Any allegation of abuse made by or on behalf of a child will be taken seriously and the child will be listened to and dealt with sensitively.

Our school also has a duty of care to our employees and volunteers and will support individuals subject to an allegation to manage and minimise the stress inherent in the allegations process.

Our school has procedures set out that adhere to the procedures set out in Welsh Government circular no: 009/2014 *Safeguarding children in education: handling allegations of abuse against teachers and other staff*. <https://gov.wales/sites/default/files/publications/2018-11/safeguarding-children-in-education-handling-allegations-of-abuse-against-teachers-and-other-staff.pdf> and the *Wales Safeguarding Procedures: Section 5, allegations/concerns about practitioners and those in positions of trust* [Social care Wales \(safeguarding.wales\)](https://www.socialcare.wales.gov.uk/).

## 13. SAFEGUARDING TRAINING

Our school is committed to ensuring that all staff (permanent and non-permanent) and volunteers undertake the appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for safeguarding children effectively, which is kept up-to-date by annual refresher training, this is known as Level 1 training.

Our school ensures that the Designated Senior Person (DSP Becca Pugh), Deputy Designated Senior Person (Sara Ryall and Mari Jacks) for safeguarding, the Designated Safeguarding Governor (Llinos Misra) and the Chair of Governors (Rhian Griffiths) undertake training in inter-agency working that is provided by, or to standards agreed by the Regional Safeguarding Board and refresher training to keep their knowledge and skills up to date, in addition to basic safeguarding training.

All Governors also receive appropriate training on their safeguarding responsibilities and in handling allegations of abuse against school staff. This is arranged by the Clerk for the Governors (Nicky Sturgess).

Records are kept by the DSP of the dates of training, details of the provider and a record of staff attendance at the training.

It is a requirement that the DSP, DDSP and relevant Governors undertake an annual refresher training, known as level 2. As well as full multi agency training as per the requirements of *Keeping Learners safe*, every 3 years, in relation to their safeguarding duties.

## **Appendix 1: (modified Vale of Glamorgan document):**

### **PHYSICAL INTERVENTION IN SCHOOLS**

#### **1. BACKGROUND**

We define physical intervention as follows:

Physical intervention is when a member of staff uses force intentionally to restrict a child's movement against his or her will. All staff within this setting aim to help children take responsibility for their own behaviour. We do this through a combination of approaches, which include:

- positive role modelling
- teaching an interesting and challenging curriculum through differentiated activities.
- setting and enforcing appropriate boundaries and expectations
- providing supportive feedback.
- providing appropriate coping strategies for managing behaviour.

There are times when children's behaviour presents particular challenges that may require physical intervention. This policy sets out our expectations for the use of such intervention. It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations, such as:

- giving physical guidance to children (for example in practical activities and P.E.) providing emotional support when a child is distressed
- providing physical care (such as first aid or toileting).

This appendix is consistent with our Safeguarding/Child Protection and Equal Opportunities policies, and with national and local guidance for schools on safeguarding children. We exercise appropriate care when using physical contact; there are some children for whom physical contact would be inappropriate (such as those with a history of physical or sexual abuse, or those from certain cultural/religious groups).

#### **2. PRINCIPLES FOR THE USE OF PHYSICAL INTERVENTION**

##### **2.1 IN THE CONTEXT OF POSITIVE APPROACHES**

We only use physical intervention when the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. Physical intervention may be used only in the context of a well-established and well-implemented positive behaviour management framework with the exception of emergency situations. We aim to do all we can in order to avoid using physical intervention. We would only use physical intervention where we judge that there is no reasonably practicable less intrusive alternative. However, there may be rare situations of such concern where we judge that we would need to use physical intervention immediately. We would use physical intervention at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next. Safety is always of paramount concern and staff are not advised to use physical intervention if it is likely to put themselves at risk.

##### **2.2 DUTY OF CARE**

We all have a duty of care towards the children and young people in our setting. This duty of care applies as much to what we *don't* do as what we *do*. When children or young people are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "Stop!" along with a

warning of what might happen next. However, if we judge that it is necessary, we may use physical intervention.

### 2.3 REASONABLE FORCE

When we need to use physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.

### 3. WHEN CAN PHYSICAL INTERVENTION BE USED?

**Only after de-escalation strategies have been used or as an emergency response to a given situation.**

The use of physical intervention may be justified where a pupil is:

1. Committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school/setting, whether during a teaching session or otherwise.
4. Where the personal safety of pupils is compromised.

Physical intervention may also be appropriate where, although none of the above has yet happened, they are judged as highly likely to be about to happen. We are very cautious about using physical intervention where there are no immediate concerns about possible injury or exceptional damage to property. Physical intervention would only be used in exceptional circumstances. Where possible, it should be done by staff that know the student well and who are able to make informed judgements about the relative risks of using, or not using, physical intervention; for example stopping a younger child leaving the school site.

The main aim of physical intervention is usually to maintain or restore safety. We acknowledge that there may be times when physical intervention may be justified as a reasonable and proportional response to prevent damage to property or to maintain good order and discipline at the school. However, we would be particularly careful to consider all other options available before using physical intervention to achieve either of these goals.

In all cases, we remember that, even if the aim is to re-establish good order, physical intervention may actually escalate the difficulty. If we judge that physical intervention would make the situation worse, we would not use it, but would do something else (like go to seek help, make the area safe or warn about what might happen next and issue an instruction to stop) consistent with our duty of care.

Our duty of care means that we might use a physical intervention if a child is trying to leave our site and we judged that they would be at unacceptable risk. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use physical intervention when we have control or charge of Pupil off site (e.g. on trips).

**We never use physical intervention out of anger or as a punishment.**

### 4. WHO CAN USE PHYSICAL INTERVENTION?

If the use of physical intervention is appropriate, and is part of a positive behaviour management framework, a member of staff who knows the child well should be involved, and where possible, Team Teach accredited trained in the use of physical intervention. However, in an emergency, any of the following may be able to use reasonable force:

4.1 any teacher who works at the school,

4.2 any other person whom the Headteacher, teacher has authorised to have control or charge of pupils, including:

support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors;

## **5. PLANNING AROUND AN INDIVIDUAL AND RISK ASSESSMENT**

In an emergency, staff do their best, using reasonable force within their duty of care. Where an individual child has an individual positive behaviour management plan, which includes the use of physical intervention, we ensure that such staff receive appropriate training and support in behaviour management as well as physical intervention. We consider staff and children's physical and emotional health when we make these plans and consult with the child's parents/guardians. In most situations, our use of physical intervention is in the context of a prior risk assessment that considers:

- What the risks are
- Who is at risk and how
- What we can do to manage the risk (this may include the possible use of physical intervention)

We use this risk assessment to inform the individual behaviour plan that we develop to support the child. If this behaviour plan includes physical intervention, it will be as just one part of a whole approach to supporting the child's behaviour. The behaviour plan outlines:

- How we adapt our environment to better meet the child's needs
- How we teach and encourage the child to use new, more appropriate behaviours
- How we reward the child when he or she makes progress
- How we respond when the child's behaviour is challenging (responsive strategies).
- We pay particular attention to responsive strategies. We use a range of approaches (including humour, distraction, relocation, and offering choices) as direct alternatives to using physical intervention.
- We choose these responsive strategies in the light of our risk assessment.
- We draw from as many different viewpoints as possible when we anticipate that an individual child's behaviour may require some form of physical intervention. In particular, we include the child's perspective. We also involve the child's parents (or those with parental responsibility), staff from our school/setting who work with the child, and any visiting support staff (such as Educational Psychologists, Behaviour Improvement Team workers, Speech and Language Therapists, Social Workers and colleagues from the Child and Adolescent Mental Health Services).

## **6. WHAT TYPE OF PHYSICAL INTERVENTION CAN BE USED?**

Any use of physical intervention by our staff should be consistent with the principle of reasonable force. In all cases, staff should be guided in their choices of action by the principles in section 2 above.

Staff should not act in ways that might reasonably be expected to cause injury, for example by:

- Holding a child around the neck or collar or in any other way that might restrict the child's ability to breathe
- Slapping, punching or kicking a child
- Twisting or forcing limbs against a joint
- Tripping a child
- Holding a child by the hair or ear

Such actions would be considered inappropriate. We may, however, use withdrawal or time-out in a planned way. We define these as follows:

Withdrawal involves taking a young person, with their agreement, away from a situation that has caused anxiety or distress, to a place where they can be observed continuously and supported until they are ready to resume their usual activities.

Time-out is where a response to a young person's inappropriate behaviour includes a specific period of time with no positive reinforcement as part of an overall intervention plan.



## **7. RECORDING AND REPORTING**

We record any use of physical intervention. We do this as soon as possible and always within 24 hours of the incident. A copy of the incident form is sent to the Inclusion Service within 24 hours of the incident to allow for the analysis of the use of physical intervention by the LA. According to the nature of the incident, we may also note it in other records. Further, our governing body ensures that procedures are in place for recording significant incidents and then reporting these incidents as soon as possible to the pupil's parents. After using physical intervention, we ensure that the Headteacher/Safeguarding Officer is informed as soon as possible. We also inform each parent by phone or in person.

## **8. SUPPORTING AND REVIEWING**

We recognise that it is distressing to be involved in a physical intervention, either as the child being held, the person doing the holding, or someone observing or hearing about what has happened. After a physical intervention, we give support to the child so that they can understand why it was necessary. Where we can, we record how the child felt about this. Where it is appropriate, we have the same sort of conversations with other children who observed what happened. In all cases, we will wait until the child has calmed down enough to be able to talk productively and learn from this conversation. If necessary, the child will be asked whether he or she has been injured so that appropriate first aid can be given. This also gives the child an opportunity to say whether anything inappropriate has happened in connection with the incident.

We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team. A key aim of our after-incident support is to repair any potential strain to the relationship between the child and the people that were involved in the physical intervention.

After a physical intervention, we consider whether the individual behaviour plan needs to be reviewed so that we can reduce the risk of needing to use physical intervention again.

## **9. MONITORING**

We monitor the use of physical intervention in our school. Becca Pugh is responsible for reviewing the records on a termly basis, and more often if the need arises, so that appropriate action can be taken. The information is also used by the governing body when this policy and related policies are reviewed.

Our analysis considers equalities issues such as age, gender, disability, culture and religion issues in order to make sure that there is no potential discrimination; we also consider potential child protection issues. We look for any trends in the relative use of restrictive physical intervention across different staff members and across different times of day or settings. Our aims are to protect children, to avoid discrimination and to develop our ability to meet the needs of children without using physical intervention. We report this analysis back to the governing body so that appropriate further action can be taken and monitored.

## **10. CONCERNS AND COMPLAINTS**

The use of physical intervention is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use. In particular, a child might complain about the use of physical intervention in the heat of the moment but on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of physical intervention was inappropriate. This is why we are careful to ensure all children have a chance to review the incident after they have calmed down.

If a child or parent has a concern about the way physical intervention has been used, our school's complaints procedure explains how to take the matter further and how long we will take to respond to these concerns.

Where there is an allegation of assault or abusive behaviour, we ensure that the Headteacher/Safeguarding Officer is immediately informed. We would also follow our child protection procedures.

If the concern, complaint or allegation concerns the Headteacher, we ensure that the Chair of Governors committee is informed. If parents/carers are not satisfied with the way the complaint has been handled, they have the right to take the matter further as set out in our complaints procedure. The results and procedures used in dealing with complaints are monitored by the governing body.

## **APPENDIX 2: END OF DAY PROCEDURES**

### **Year 6 Pupils**

Year 6 will be allowed to walk home from school on their own. These learners will not be allowed to walk home with their younger siblings. We feel that by this time learners have gained independence and are able to recognise risks. Before the learners walk home from school we will have distributed a letter to parents and discussed the rules of the process. No child will be allowed to walk home from school unless a letter of consent has been received from the parents/carers.

Before they walk home from school we will review and emphasise with learners:

- To follow road safety rules and walk to suitable crossings where lights assist.
- If it is necessary to cross a road with no traffic lights, we will encourage learners to cross where the traffic can be seen coming in both directions.
- To be wary of cyclists on the road.
- Not to follow or talk to any stranger on the way home.

If a learner shows inappropriate behaviour or fails to follow the above rules, the school will decide whether the child continues to walk home from school.

### **End of day procedures for all Primary pupils**

Any person collecting a younger pupil must be aged 16 or over.