



We are a Mercy School
We will live and work together
as Jesus taught us,
spreading his loving friendship
to everyone we meet.

Safe-guarding Children Policy

1. Introduction

The Safeguarding Policy seeks to support the development of all pupils at St. Joseph's Convent School (including those in the EYFS) in ways that will foster security, confidence and independence. It should be regarded as vital to the well being of the individual and important in promoting the pastoral goals of the school. It provides a model for open and effective communication between children, teachers, parents and other adults working with children. The safety and welfare of the child is paramount and must over-ride **all** other considerations.

These procedures are designed to set out a clear definition of abuse or neglect (See Appendix 1) and the signs and indicators by which staff at St. Joseph's Convent School may recognise abuse or neglect (see Appendix 2). It also provides guidance to staff about the procedures, which will be adopted by the school in response to allegations of abuse or neglect against children including allegations against staff.

This policy has been developed in accordance with the principles established by the Children's Act 1989 and 2004 and in line with the following:

- "Working Together to Safeguard Children" 2015
- "London Safeguarding Children's Board Procedures" 5th Edition
- "What To Do If You're Worried A Child Is Being Abused" 2006 ¹
- Keeping Children Safe in Education 2015
- Redbridge Local Safeguarding Children's Board
- Use of Reasonable Force, Guidance for headteachers, staff and governing bodies

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 in relation to the independent sector) to safeguard ² and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

We recognise that all staff³ and Governors have a full and active part to play in protecting our pupils (including those in the EYFS) from harm and that the child's welfare is our paramount concern.

All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

¹ www.gov.uk/government/publications/what-to-do-if-you're-worried-a-child-is-being-abused

² Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies"

³ "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse or neglect and to be aware of signs of abuse in non-verbal children.
- To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, St. Joseph's Convent School, contribute to assessments of need and support plans for those children alongside other agencies when appropriate.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- To develop a structured procedure and framework within the school that will be followed by all members of the school community in cases of suspected abuse or neglect.
- To develop effective working relationships with all other agencies involved in safeguarding children.
- To ensure that all adults within our school who have regular unsupervised access to children have enhanced DBS checks (this includes other community users of our facilities).

2. Procedures

Our procedures will be applied fairly and consistently to all children and staff working in the school in line with our Equal Opportunities Policy.

Our school procedures for safeguarding children will be in line with The London Safeguarding Children's Board Procedures 5th Edition, and "Working Together to Safeguard Children 2015". We will ensure that:

- The Governing Body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead (DSL) Ms. C Glover Headteacher, who is also child protection officer for EYFS, who has undertaken 'Nominated Safeguarding Children Advisers' training delivered through the Redbridge LSCB and who undertakes other training as recommended by Children's Services every two years.
- We have a member of staff, Mrs. H Johnson Deputy Headteacher who will act in the DSL's absence who has also received appropriate training at Levels 1 and 2 and who will have been briefed in the role.
- Each member of staff will receive training as arranged by the DSL in order to develop their understanding of the signs and indicators of abuse or neglect every three years.

- Each member of staff, volunteers, and Governors will be made aware of how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.
- Each parent/carer will be made aware of the school's responsibilities in regard to child protection procedures through publication of this policy and reference to it in school literature and on the School's website.
- We will ensure the suitability of adults working with children on school sites at any time.
- Our Safer Recruitment Policy includes all checks on staff suitability including Disclosure Barring Service (DBS) checks as recommended by the DfE and in accordance with current legislation.
- The name of any member of staff considered not suitable to work with children will be notified to the DfE, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations. Any member of staff causing concern would be challenged by the DSL or in their absence staff who will act in her place.
- Our procedures will be annually reviewed and up-dated.
- The name of the Designated Safeguarding Lead will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.
- All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures, the name and contact details of the Designated Safeguarding Lead and others and the booklet "What to do if You're Worried a Child is Being Abused?", and have these explained, as part of their induction into the school.

3. Responsibilities

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.

Our Designated Safeguarding Lead is responsible for:

- Gathering all relevant information before making a decision about further action, unless it is a case of extreme urgency when the relevant investigative agencies should be informed without delay. Information gathering may involve: listening to the child; making notes of what has been said; gathering accounts from members of staff that may have been approached by the child; offering continued support and reassurance. Written accounts should include the time, date, place and people present, as well as what is said, if possible in the words of the pupil. The DSL may consult other staff and agencies as appropriate in the information gathering process and should be encouraged to seek advice at any time from the local Borough team.
- Referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Services. (See Appendix 3). A written referral using the Multi Agency Referral Form will be e-mailed securely to Social Services as soon as possible within the school day.
- Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.

- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- Indicating on the inside of the child's main file that there is a confidential file held by the Designated Safeguarding Lead.
- Ensuring that if Child Protection records are kept on computer, be aware that they are exempt from the disclosure provisions of the Data Protection Act 1998. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of child abuse which come to court, the court may require the school to provide its child protection records.
- When a child subject to a child protection plan changes school, the information will be transferred to the child's new school immediately and the DSL will inform the key worker.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the CAF and Framework for Assessments process, and provides a report which has been shared with the parents as appropriate.
- Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and/or Social Worker and that they are informed about every child that may be subject to a child protection plan or a child in need plan.
- Ensuring that all school staff are aware of the school's safeguarding policy and procedures, and know how to recognise and refer any concerns.
- Providing an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and Governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to social services and subject to child protection plans (anonymised).
- Keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years.

4. Supporting Children

We recognise that a child who is abused or neglected, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame herself, and find it difficult to develop and maintain a sense of self worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or neglected or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

St. Joseph's Convent School will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school through the PHSE curriculum and to help children develop an awareness of how to keep themselves safe, adopt a healthy lifestyle which includes healthy eating and physical exercise and the encouragement to develop positive friendships and relationships.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Services as soon as there is a significant concern.
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated. The designated teacher is Ms. C Glover.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher and DSL at the pupil's new school as a matter of urgency. A photocopy of these records should be kept in a confidential file until it has been confirmed that the new school has received the records. This applies equally to those children who may be subject to a Child Protection Plan.

5. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher (Ms C Glover) who is the Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. If a child confides in a member of staff and requests that the information remains "secret", the member of staff must tell the pupil sensitively that s/he has a responsibility to refer cases in order that they and potentially other children may be safeguarded.

We will always undertake to share our intention to refer a child to Social Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with social services on this point.

Recording and Reporting - Child Protection records will be kept by Ms C Glover, they will be kept separately from pupil's school records, marked 'confidential' and securely locked. They will include the date, event and action taken in cases of suspected child abuse or when the child has a child protection plan or is a child in need. Reports for conference will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion.

6. Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL, and to seek further support. This could be provided for all staff by, for example, the Deputy Headteacher and/or a teacher/trade union representative as appropriate.

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document “Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings” (currently under review) provides advice on this and the circumstances, which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that designated staff should have access to support and appropriate workshops, courses or meetings as organised by Children’s Services or the Local Safeguarding Children’s Board.

7. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of the School’s positive behaviour policy. This can be found in the policy folder.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) (Les Newton).

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above without notifying Ms. Glover first.

The school will follow the Local Authority procedures for managing allegations against staff as outlined in Part 4 “Keeping Children Safe in Education 2014”. This is to be read in conjunction with chapter 7 of The London Child Protection Procedures.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult the LADO in making this decision.

The Governing body is committed to creating a positive and safe working environment for its workers in line with its core values. The Governing body wants to create and maintain a working environment where individuals are treated with respect and dignity. The Governing body is opposed to all forms of unlawful discrimination, bullying or harassment of any kind.

The Governing body, the Headteacher and Senior Management team are firmly committed to the success of this policy and all steps taken towards its achievement.

Everyone has the right to be treated with respect and dignity in the workplace, irrespective of their level, status or position within the organisation.

If it is a very serious allegation against a member of staff, the Police should be informed immediately.

8. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fails to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues (see also Whistle Blowing Policy). If necessary they should contact the Headteacher or Local Authority Designated Officer for Child Protection.

9. Positive Handling

Our policy on positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with DfE guidance on positive handling strategies and use of force as outlined by the 'Education and Inspections Act 2006' and 'Use of Reasonable Force' Advice for head teachers, staff and governing bodies 2013. This guidance states that staff must only ever use physical intervention as a last resort, eg. When a child is endangering herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate (see Appendix 4).

Such events should be recorded and signed by a witness (if present).

Staff who are likely to need to use specialist positive handling techniques should be appropriately trained. Individual training in the form of the Team-Teach approach can be supplied to Redbridge schools upon request to the Manager of the Education Welfare Service and focuses on de-escalation, diversion and diffusion strategies. Positive handling techniques can be devised to meet the individual needs of children with challenging behaviour.

We understand that positive handling of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. However it must also be accepted that in using reasonable and proportionate action this may sometimes result in the child or member of staff receiving a mark or injury. The presence of such a mark or injury should not always be taken as evidence of malpractice on behalf of the member of staff.

10. Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

11. Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

All racially motivated incidents are reported to the Governing Body.

12. Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.

The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to communicate their feelings and concerns whatever their mode of communication. Children's communication difficulties mean that staff must be vigilant at all times for any signs of physical and emotional abuse and neglect.
- Ensure that all children feel there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

13. Health, Safety & Welfare

Our Health, Safety & Welfare policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits. We have both generic and individual risk assessments for staff and children for in-school and off-site activities.

14. Pre School Children and After School Services

Working Together recognises that pre school children and the extended use of school premises play an important part in the lives of large numbers of children. Professionals working within these settings should know how to recognise and respond to the possible abuse or neglect of a child.

All organisations or services including private, voluntary and those that must be registered by Ofsted under the Children Act 1989 should have a written statement based upon their safeguarding responsibilities as outlined by 'Working Together 2013' and 'The London Child Protection Procedures 5th Edition'. This statement should clearly set out staff responsibilities for reporting suspected child abuse or neglect and should include telephone numbers for the local police and children's social services. We would also seek both help and advice from the Brentwood Catholic Children's Society.

15. E Safety

The school will seek advice from the local borough and monitor the effective education of pupils and staff to prevent incidences from occurring. The London Borough of Redbridge flowchart for response will be used as a guide. E-Safety incidents will be recorded in school and be managed using the school's current pastoral and behaviour management strategies.

16. Implementation, Monitoring, Evaluation & Review

The Governing Body of our school is responsible for ensuring the annual review of this policy. Governors will be informed of any changes or amendments which they will need to agree. Staff will then be advised accordingly and will have access to the policy. There will be a whole staff briefing regularly and new staff will have a meeting as part of their induction into school.

The number of child protection referrals will be monitored, together with the number of children subject to Child Protection Plans. The Designated Safeguarding Lead will keep a list of children identified as 'in need' or vulnerable and monitor their attendance, attainment behaviour and well-being.

Last review: March 2015

Signed _____

Date _____

The following categories of abuse or neglect are recognised and defined by “Working Together to Safeguard Children 2013” and are utilised as part of the assessment criteria for determining whether a child/young person may be at risk of significant harm and subject to a child protection plan.

What is Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger (e.g. via the Internet). They may be abused by an adult or adults or another child or children.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying, (including cyber bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet) Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children,

Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter, including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

APPENDIX 2

Signs and Indicators of Abuse

Lists of signs and symptoms are not fail-safe mechanisms, but they are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their families experience changes.

These are lists of some of the signs and types of behaviour, which may indicate that a child is being abused. In themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaviour in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

<p>Signs of Sexual Abuse</p> <ul style="list-style-type: none"> • Sudden changes in behaviour or school performance • Inappropriate sexualised behaviour • Tendency to cling, need reassurance • Tendency to cry easily • Regression to young behaviour • Apparent secrecy • Anorexia or bulimia • Unexplained pregnancy • Phobias, panic attacks • Distrust of a familiar adult 	<p>Signs of Emotional Abuse</p> <ul style="list-style-type: none"> • Physical, mental and emotional development lags • Over-reaction to mistakes • Compulsive stealing, scavenging • Running away • Sudden speech disorders • Drug solvent abuse • Self mutilation • Extremes of passivity or aggression • Admission of punishment which appears excessive • Fear of parents being contacted
<p>Signs of Neglect</p> <ul style="list-style-type: none"> • Constant hunger • Poor personal hygiene • Poor state of clothing • Emaciation • Frequent lateness or non-attendance at school • Untreated medical problems • Destructive tendencies • Low self esteem • Neurotic behaviour • No social relationships • Running away • Compulsive stealing or scavenging 	<p>Signs of Physical Abuse</p> <ul style="list-style-type: none"> • Unexplained injuries or burns, particularly recurrent • Improbable excuses • Refusal to discuss injuries • Untreated injuries • Withdrawal from physical contact • Arms/legs covered in hot weather • Aggression towards others • Fear of medical help • Fear of returning home • Running away • Bald patches • Self-destructive tendencies

Important Contact Details

The Designated Safeguarding Lead may consult other staff and agencies as appropriate during the information gathering process and should be encouraged to seek advice at any time from the following: -

Team Manager Child Protection & Assessment Team or Duty Social Worker Tele: 020-8708-3781/3885

Les Newton (Safeguarding Officer-Education) Redbridge Children's Services Tele: 020-8708-5350

Linda Wastell – (CP Education Liaison Officer) CPAT: 020-8708-3304

However, if when all the relevant information has been gathered, the DSL makes a decision to refer the case formally he/she must complete a "Multi-Agency Referral Form" and email it without delay to the local authority area in which the child/young person "resides".

In the case of Redbridge residents the referral form must be emailed to CPAT.Referrals@redbridge.gov.uk . Children's Social Services can decide any future actions to be undertaken following their screening and assessment.

NOTE: All "URGENT" out of hour's referrals must be routed through the Emergency Duty Social Work Team contacted via Redbridge Control Centre on 020-8553-5825

For more details, please refer to our Positive Handling Policy

Clarifies the power of teachers, and other staff, who have lawful control or charge of pupils to use 'reasonable force' to prevent pupils

- committing a criminal offence
- injuring themselves or others
- causing damage to property (including their own)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere (i.e. authorised out of school activity)

This does **not** authorise the use of corporal punishment in any circumstances.

Schools should have a policy about the use of force to control or restrain pupils. This policy must be discussed with all staff to whom it applies and with the Governing body of the school. A statement of the school's policy should also be published to parents and pupils.

Types of Incidents

The emphasis should always be on de-escalation strategies however, situations where reasonable force **may** be appropriate or necessary include:

- when a pupil attacks a member of staff or another pupil
- when pupils are fighting
- when a pupil is engaged in, or is on the verge of committing deliberate damage or vandalism
- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- when an 'at risk' pupil absconds from class or tries to leave the school

Practical Advice

- Schools should plan for incidents if they are aware that a pupil is likely to behave in a way that may require physical control or restraint
- Clear, non-physical de-escalation techniques **must** be used prior to the consideration of any physical restraint **unless** the situation is so urgent as to require immediate intervention
- Staff should continue to attempt to communicate with pupils throughout any incident. It should be clear that physical restraint **must** stop as soon as it ceases to be necessary
- A calm and measured approach to a situation by staff is needed
- On some occasions, staff should not intervene without help e.g. When dealing with older, physically large pupils, or more than one pupil. The staff member should remove other 'at risk' pupils; summon assistance from colleagues and/or the police. Pupils should be informed that help has been sent for and attempts to defuse the situation using verbal de-escalation techniques should continue

A written record of any occasion where force is used should be made **at the time**. This should include:

- the names of everyone involved, the time, the place and names of any potential witnesses
- the reason physical restraint was used
- how the incident began and developed including details of behaviours displayed

- as far as possible details of all conversations
- what steps were taken to defuse the situation
- the degree of force used, how it was applied and for how long
- the pupil's response
- the outcome
- details of any injury and of any damage to property

Senior staff should be informed **immediately** and advice sought. Staff are advised to keep a copy of their report. Parents should also be informed of such an incident involving their child, as soon as practicable and an opportunity provided to discuss it.