



SHERBORNE SCHOOL

Child Protection and Safeguarding Children

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Deputy Head Pastoral

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IMPORTANT

1. The English document is seen as the original, true and correct version
2. Once downloaded or printed, this is an uncontrolled document. Please refer to the school website for the latest version
3. Sherborne School MoQ reserves the right to amend and update this policy at any time.

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1. Introduction

Child protection refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance the most recent legislation in respect of those children who have been identified as suffering or being at risk of suffering harm. All those working for or on behalf of the school, full-time or part-time, in either a paid or

voluntary capacity have an obligation to keep children safe.

Research suggests that more than 10% of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns.

We have a moral and statutory responsibility to safeguard and promote the welfare of all children. We must endeavour to provide a safe and welcoming environment where children are respected and valued. We should remain alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children.
- Children who are safe and feel safe make more successful learners.
- Representatives of all stakeholders will be involved in policy development and review.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

When should this policy be applied:

Always throughout the academic year.

Safeguarding our Pupils

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities.
- All children, regardless of age, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance.

Safeguarding and promoting the welfare of children refers to the process of protecting

children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe, effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

The **Designated Senior Persons (DSPs)** for Child Protection in this school are:

Prep School



**Designated
Safeguarding
Lead**
Mr Borby
Eybraahim



**Deputy
Safeguarding
Officer**
Mrs Sameena
Boota

Senior School



**Designated
Safeguarding
Lead**
Mrs Monica
Hamlin



**Boys'
Safeguarding
Officer**
Mr Zubeir Alvi



**Girls'
Safeguarding
Officer**
Mrs Ayesah
Arif



**School
Counsellor**
Mrs Vicki
Watson



**Head
Nurse**
Mrs Rebecca
Baron

Role of the DSP:

- Keep records of all concerns when reported by staff or when disclosed by a child, ensuring that such records are stored securely on CPOMS and reported onward.
- Ensure that when a child leaves school, any concerns may be passed on to their future school.
- Develop effective links with relevant voluntary agencies.
- Ensure that all staff sign to indicate that they have read and understood this policy.
- Ensure that all staff sign to indicate they have read at least part one of <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Ensure that the child protection policy is updated annually.
- Inform parents that the school has a safeguarding and child protection policy.
- Ensure that there are procedures for dealing with allegations of abuse made against members of staff.
- Ensure that the safe recruitment procedures issued by HR are being followed.
- Potential new staff to be subject to a digital screening process prior to interview.
- Ensure that there is a training strategy for all staff, regarding child protection.
- Ensure that arrangements are made to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- Ensure that the safeguarding and child protection policy and procedures are implemented and followed by all staff.
- Ensure that all staff feel able to raise concerns, including low level concerns, about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistleblowing procedures.
- Ensure that a child's safety and welfare is addressed through the curriculum.

Good Practice Guidelines/ Code of Ethical Practice

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good/ ethical practice:

- treating all children with respect.
- setting a good example by conducting ourselves appropriately.
- involving children in decision-making which affects them.
- encouraging positive and safe behaviour among children.
- being a good listener.
- being alert to changes in a child's behaviour.

- recognising that challenging behaviour may be an indicator of abuse.
- reading and understanding all the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing.
- **asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid.**
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of inappropriate or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

Abuse of Trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

Code of Ethical Practice for School Staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children.

All school staff should:

- Place the safety and welfare of children above all other considerations.
- Treat all members of the school community, including children, parents, colleagues and governors with consideration and respect.
- Adhere to the principles and procedures in our safeguarding portfolio and in teaching and learning policies.
- Treat each child as an individual and adjust to meet individual needs.
- Demonstrate a clear understanding of and commitment to non-discriminatory practice.
- Recognise power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused.
- Be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm.

- Encourage all children to reach their full potential.
- Never condone inappropriate behaviour by children or staff.
- Take responsibility for their own continuing professional development.
- Refrain from any action that would bring the school into disrepute.
- Value themselves and seek appropriate support for any issue that may adversely affect their professional practice.
- Be mindful of the laws of Qatar and the culturally acceptable standards of practice and always abide by these.

Children who may be particularly vulnerable

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity or religion

Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously.
- nominating link persons who will keep all parties informed and be the central point

of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.

- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- storing records securely on CPOMS.
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures.
- co-operating fully with relevant agencies.

Complaints procedure in respect of poor practice or behaviour

Our complaints procedure will be followed where a child or parent raises concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are handled by senior staff and the Headteacher. Parents are requested to follow the School's Complaints procedure.

Complaints from staff are dealt with under the school's Complaints and Disciplinary and Grievance Procedures.

If you have concerns about a colleague

All staff must remember that the welfare of the child is paramount. The school's whistleblowing code (see below) enables staff to raise concerns, including low level concerns, or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the school's CEO.

Whistleblowing code for issues relating to children and young people

The school's whistleblowing policy and procedures enable staff to raise concerns relating

to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards children.

The whistleblowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a child is inappropriate. Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention

Staff must take responsibility to report concerns.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, because of an investigation, you are required to provide a witness statement.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting Procedure

- Parents may raise concern verbally or in writing. You should report your concern directly to the Headteacher.
- If the Headteacher is the subject of your concern, speak to the school's CEO.
- A friend or colleague may accompany you to the meeting if you wish.
- Ensure the Headteacher or CEO informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial enquiry, but the case should not be allowed to stall, and you should receive initial feedback promptly. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and Outcome

The Headteacher will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.

Members of the school community may be asked to provide information or advice.

- External advice, for example, from legal or human resources may be sought.
- A written record of the conduct established, facts and outcome of the enquiry will be kept.
- The whistleblower will be kept informed of the progress of the enquiry.

The outcome of the enquiry will be one of the following:

1. No poor practice or wrongdoing is established, and the case is closed.
2. The concern has some substance, and the subject of the concern will receive advice and support from the head teacher to improve practice.
3. Poor practice or wrongdoing is established, and disciplinary proceedings are initiated.
4. The concern is more serious, and an investigation is initiated.

If, at any stage in the process, there is reason to believe that a child is at risk of significant

harm, advice will be sought from relevant agencies.

Further action

If you raise a concern and you are dissatisfied with the way it has been managed, or the outcome, please follow the complaints procedure.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make a false or malicious allegation, although misunderstandings and misinterpretations of events can happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety, and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor automatic, but in some cases, staff may be asked to leave school premises whilst investigation is being undertaken. Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the school's CEO.

Safer Recruitment

Our school endeavours to ensure that we do our utmost to employ safe staff.

Safer recruitment means that all applicants will:

- complete a letter of application and submit an up-to-date CV listing all previous employment
- provide two professional referees, including at least one who can comment on the applicant's suitability to work with children; one of the referees who should be the most recent employer
- provide evidence of identity and qualifications (these must be verified through an appropriate body in the UK and accepted by the Qatari Embassy)
- be checked through an appropriate Police Check, International Child Protection Certificate (ICPC) or Disclosure Barring Service (DBS)
- be interviewed by more than one person, at least one of whom should be from the

school's senior leadership team.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy. All staff sign to confirm they have received a copy of the child protection policy and have read all the school's policies.

Extended School and Off-site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection arrangements are in place. A risk assessment form must be completed for all trips and school visits and all school visits must be approved by the MOEHE of Qatar (Ministry of Education and Higher Education).

Photography and Images

To protect children, we will:

- seek parents' consent for photographs to be taken or published (for example, on our school website, social media, or in newspapers or publications)
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.
- Staff must not take photos or store photos of our pupils on their phones.
- Pupils may wear lanyards to indicate that they do not want to appear in any school photos or publication, during sporting or other events.

E-Safety

Most of our children use mobile phones and computers. We do not allow mobile phones in school (if pupils bring them to school, they will be removed from them and securely stored until the end of the day) but we are a Bring Your Own Device (BYOD) school. We have strict firewalls and safety measures in place within school to protect pupils when they are accessing their devices. The school's e-safety and acceptable use policy explains how

we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. These sites are blocked from our network. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home; ***it should be noted that any digital access outside of the school is not and cannot be controlled by the school, it is therefore the parents' responsibility for their children's e-safety once they leave the school site.***

The school will share information with parents/ carers about:

- what systems we have in place to filter and monitor online use
- what we are asking children to do online, including the sites they will ask to access
- who from the school their child is going to be interacting with online.

The Bursary team will regularly:

Review the effectiveness of school filters and monitoring systems.

Ensure that the leadership team and relevant staff are:

- aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified.

Lanyards

Sherborne school MoQ has a colour-coded lanyard system for staff, visitors and eventually for pupils who will be in Year 12 and 13. Two lanyards will be given to parents/ carers at the start of the academic year. The names of the parents / carers who have these lanyards, together with their QID numbers and telephone numbers will be recorded by the school. Parents/carers will need to wear these lanyards if they wish to enter the school site on collection or drop off. ***If a parent or carer does not have the lanyard on them, they WILL NOT be allowed entry to the school.*** In such a case the Headteacher or another member of SLT will be called by security to come to the gate. They will then check the parents' QID and telephone number to ascertain whether the parent/ carer is registered with the school.

Staff and following people must wear their lanyard whilst on site. People not wearing a lanyard may be asked to leave the site.

Sherborne School MoQ

Staff	Black	
Parents and Carers	Green	
White/Gold	Sixth Form Pupils	
Visitors	Red	
Contractors	Blue	
Canteen Staff	Green	

Taking Action

Key points to remember:

- Report your concern to a DSP by the end of the day. Your concerns should be reported on CPOMS.
- If a DSP is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern.

Do not start your own investigation

- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Seek support for yourself if you are distressed.

Notifying Parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively, and the DSP will contact the parent in case of concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from relevant agencies.

Confidentiality and Sharing Information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with a designated person, Headteacher or the CEO

(depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

All concerns and other information will be stored on CPOMS and only made available to relevant individuals.

A record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the Headteacher.

PHYSICAL CONTACT, PHYSICAL INTERVENTION, RESTRICTIVE PHYSICAL INTERVENTION AND RESTRAINT

The Department for Health and Social Care (DHSC) (2019)
states that:

"The use of all forms of physical intervention and physical contact, or even imminent threat of force, are governed by criminal and civil law. The unnecessary or inappropriate use of force may constitute an assault and may also infringe the rights of a child or young person under the Human Rights Act 1998. The use of restraint can be justified for purposes set out in relevant legislation.

Different settings and services will need to abide by any legislation which applies to them."

(Reducing the Need for Restraint and Restrictive Intervention, pg. 12)

In all schools, guidance is provided by the document: "Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies" (July 2013) which reiterates that:

"It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary." (pg. 8)

Examples given in this guidance document of when having physical contact with a pupil might be proper or necessary include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

Physical contact of this nature would not be deemed to be "physical intervention" as there is no suggestion that force is being used, and the pupil is likely to be accepting of the contact being made. "Physical contact" therefore would not need to be recorded and reported upon (unless there were any safeguarding concerns).

In contrast, Harris et al (2008) define "Physical Intervention" as:

"...any method of responding to challenging behaviour which involves some degree of direct physical force to limit or restrict movement or mobility"

(Physical Interventions: A Policy Framework)

Deciding upon whether any physical intervention is restrictive enough to be considered a "restraint" depends upon the degree of force being used and the severity of the behaviour it is being used to restrict.

Examples of when physical intervention might be used at the lower end of the “restriction” continuum might include holding a child’s hand to prevent them from running on ahead when crossing a road, insisting a child stays seated and wears a seatbelt when they would like to move about freely in a vehicle, holding a child’s hand and stroking/massaging it, or guiding them in ‘finger play” or action rhymes to interrupt their attempts to bite their fingers when they are upset.

Although there is an element of force being used in the above circumstances, and the adult is effectively stopping a pupil from doing something they want to do, they are doing so with the minimum amount of contact, for the minimum amount of time, in order to keep them safe. With these types of physical interventions, it is unlikely that staff would need to record such incidences in a formal log (unless the pupil became unexpectedly upset and behaviour escalated as a result of this restriction).

Examples of when physical intervention might be used at the mid-level of the “restriction” continuum might include guiding or holding a hand and moving it down to a child’s side if they are trying to hit or grab hold of another pupil, holding one or both hands momentarily to interrupt self- injury, and in more extreme circumstances, holding a pupil’s hand or arm to guide them out of a classroom or busy or noisy environment (when to stay there would increase their agitation and put them or others at risk). With these types of interventions, the amount of force being used in these interventions is likely to be commensurate with the level of resistance to the contact being presented by the pupil. If resistance were minimal, then it is likely that such interventions would be recorded on CPOMS.

Where resistance to a restriction being placed on a pupil’s movement is greater, or the situation in which it is employed is more serious (with greater risk of injury to someone), any intervention is likely to meet the criteria for being termed a higher order “restrictive

physical intervention" or "restraint" (these terms are used interchangeably in Government documents to refer to the same level of restriction).

Restrictive interventions are defined by the Department of Health as:

*"deliberate acts on the part of other person(s) that restrict an individual's movement,
liberty*

and/or freedom to act independently in order to:

- *take immediate control of a dangerous situation where there is a real possibility of harm to the person or others if no action is undertaken; and*
- *end or reduce significantly the danger to the person or others; and*
- *contain or limit the person's freedom for no longer than is necessary"*
 - (Positive and Proactive Care, 2014, pg 14)

As set out in the DfE's "School Teachers' Pay and Conditions Document 2020", all staff (both teaching and non-teaching) at Sherborne school have a duty of care to all the pupils and must strive to keep them safe and free from harm at all times. In order to assist staff to discharge this duty, Section 93 of The Education and Inspections Act 2006 empowers school staff to use "reasonable force...to prevent a pupil from hurting themselves or others, from damaging property or from causing disorder."

At Sherborne school, a restrictive physical intervention such as this would only ever be used in exceptional circumstances where there is significant danger and risk of injury to a pupil or adult and there is no less restrictive means available at that point to bring about rapid and safe control in order to keep people safe. If it were used as an unplanned response to an emergency situation (as a result of a pupil's sudden and unexpected intense reaction to something or someone), this would prompt an immediate review of the incident and the pupil's behaviour support plan to ascertain what steps need to be taken to minimise the risk of this reoccurring (including identifying alternative responses that could be made if the pupil were to experience such high levels of upset, anxiety, confusion, anger, or distress in the future).

Restrictive physical interventions would not normally be used as a planned response for a pupil (i.e. knowing in advance that a pupil's responses to challenging situations may sometimes put themselves or others at such risk of injury that they need this level of physical intervention to keep everyone safe) but if such a situation did arise where it was being considered as a planned response, then parents would be actively involved in drawing up a behaviour support plan which would aim to minimise and then further reduce such occurrences. All restrictive physical interventions would be recorded on the school's secure incident logging platform, CPOMS, and be subject to the stringent review processes.

Whenever any physical contact, physical intervention, or restrictive physical intervention is used with any pupil, staff should always ensure that any contact made:

- Does not cause pain
- Does not use excessive force
- Does not restrict breathing
- Does not involve holding joints
- Does not involve holding limbs out of body-alignment
- Does not involve holding a pupil face down.