

How do you keep yourself safe?

- Ensure you follow the Code of Conduct. Report concerns according to your LLC policy.
- Maintain professional boundaries with the children and young people: use of language, sarcasm/jokes, 'banter', no favouritism.
- Report any incidents of pupils being inappropriate towards you.
- Professional in terms of dress.
- Staff should not give gifts other than as part of an agreed reward system.
- Staff should not receive gifts other than small tokens of appreciation.
- Keep confidentiality protocols.
- Staff should not engage in personal email or phone contact with pupils. If you know a family/pupil outside of school on a personal level (a prior relationship), you should declare this.
- Any out of school contact should be planned in advance and agreed with senior staff and parents.



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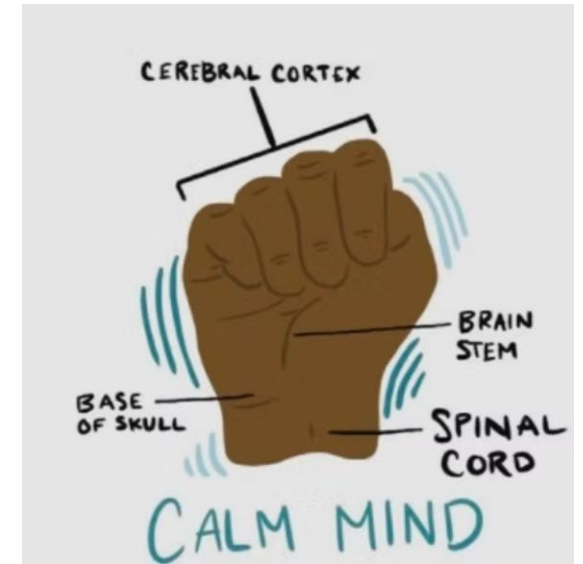
- Make sure any social media accounts you have are locked down in terms of who can see what you post and images.
- Home visits should be planned and agreed with senior managers.
- Only authorised areas of the curriculum should include any sexual or other sensitive material. Take advice if there is any chance of misinterpretation.
- If you are using videos/YouTube in teaching, watch them all the way through first and check for any pop-ups!
- Intimate care and first aid should only be administered according to relevant procedures and care plans.
- Staff working in one-to-one situations should ensure there is visual access and remove or secluded areas should be avoided.

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- Physical intervention should never be inappropriately used. Physical contact should be minimal, time limited, age appropriate and in response to the child's needs.
- Be happy to 'swap out' if you are not managing a situation positively...

Behaviour responses:

- Stay calm – redirect, distract, script your response
- Swap out if you are not regulated yourself
- Remember their behaviour is not personal (usually!) – if they are dysregulated they are in their limbic brain, not their computer brain. They cannot hear you or be reasoned with.
- All behaviour is a communication: sometimes we don't know why they behave the way they do, but sometimes they don't know either...



- Demand avoidance – why?
- Attention seeking or attention needing or contact needing?
- Additional needs
- Push and pull factors – is something driving them out of the room? Is something pulling them out of the room? Ask the same question about their response to a learning task... A social situation.... Being in assembly.... Being in the dining hall...
- Unconscious influences...they don't know either.

