

Request for all documents and guidance issued to schools regarding ****safeguarding children from harm caused by other pupils whose behaviour stems from complex or unmet needs****. For clarity, this request ****excludes policies on bullying****, as the behaviour in question arises from the child's inability to self-regulate.

Please provide:

- Safeguarding Guidance - All guidance, policies, procedures, frameworks, or practice notes that: - Address safeguarding responses when a child is harmed by a peer whose behaviour stems from complex, unmet, or additional support needs (e.g., emotional, behavioural, neurodevelopmental, or disability-related). - Distinguish this type of behaviour from bullying. - Advise on balancing the needs of the child exhibiting dysregulated behaviour with the safety and wellbeing of other children.
- Inclusion Policies (Limited Scope) - Only provide inclusion policies or excerpts that: - Address the impact on other children from a pupil with complex or unmet needs. - Outline how inclusion should be managed where there is a risk of harm to peers.
- Risk Assessment Guidance - All guidance, templates, or frameworks for schools on: - Conducting risk assessments for pupils whose behaviour may present a risk to others. - Assessing and mitigating risks to other children, including control measures, monitoring, and review expectations. - Dynamic risk assessment, behaviour support planning, and multi-agency involvement in foreseeable risk situations.
- Escalation and Reporting Procedures - Documents detailing: - When and how schools should escalate safeguarding concerns to the council. - How safeguarding responsibilities are allocated between schools and the council where children with complex behaviours pose a risk to their peers.
- Guidance for Parents - Please provide all guidance, policies, procedures, or practice notes issued to school regarding how they should communicate with, support, or involve parents or carers in situations where a child is harmed by another pupil whose behaviour stems from complex or unmet needs.

All strategies and actions for supporting pupils exhibiting distressed or dysregulated behaviour sit within the **Relationships, Learning and Behaviour** and **Managing & Reducing Risk** procedures which are attached. Schools also follow GIRFEC guidelines when planning for individual pupil supports.

All City of Edinburgh schools use Latest Pastoral Notes (part of SEEMiS Click & Go) to record relevant pastoral information and note significant events for all children and young people. Pastoral Notes are used for recording succinct and pertinent information for children and young people, record any actions required and signpost to other sources of information.

Relationships, Learning and Behaviour	• Whole school ethos and culture
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	<ul style="list-style-type: none"> • Core practice of relationships, resilience building, rights respecting and restorative approaches. • Practical guidance for all staff e.g. strategies for positive behaviour • Local authority inclusion statement
<i>Managing & Reducing Risk</i>	<ul style="list-style-type: none"> • Behavioural analysis to identify triggers • Recording of harm and weapons • Planning and evidencing measures to reduce risk • Safety planning • Template for Risk Management plans
<i>GIRFEC guidelines</i>	<p>As per the Scottish Government guidance, GIRFEC provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people. It is locally embedded and positively embraced by organisations, services and practitioners across Children's Services Planning Partnerships, with a focus on changing culture, systems and practice for the benefit of children and young people at all developmental stages, and their families.</p>