

Positive Behaviour and Relationships Policy 2022-2023

Includes:

Appendix A: Role of Form Tutor 2022-2023

Appendix B: Physical Intervention Policy 2022-2023

Appendix C: Searching, Screening and Confiscation (DfE July 2022)

Appendix D: Absconding Guidance 2022-2023

Appendix E: Substance Misuse Policy 2022-2023

Ambition, Spirit, Vision and Values



The Midpoint Centre opens the doors to success where young people have previously faced adversity

Mission Statement

Our mission at The Midpoint Centre is to create an environment for our young people with the Spirit of Support, Trust, Achieve, and Respect (STAR) and the Behaviour Framework of being **Ready, Respectful and Safe**. We want our young people to be independent, motivated by their natural curiosity and feel safe to explore. This Positive Behaviour and Relationship Policy is designed to promote and role model positive behaviour and relationships and create a positive and safe culture.

Rationale

At The Midpoint Centre we believe that challenging behaviour is a communication of unmet needs or is an adapted, defensive stress response. We understand that young people learn best within positive, trusting relationships and this informs our approach to managing and changing behaviour. We expect staff to work to identify the need and provide appropriate support to meet needs and address these barriers to successful engagement in The Midpoint Centre life and beyond.

We expect the highest standards of behaviour using the **Ready, Respectful and Safe** Behaviour Framework and we make a point of acknowledging, praising and rewarding behaviour that is positive. We understand the importance of 'feeling safe' in promoting social engagement, learning and behaviour change. Our focus is to ensure that all young people feel safe within The

Midpoint Centre and develop positive, trusting relationships with all members of The Midpoint Centre's community.

Centre Environment

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graduated responses to challenges and to prevent, as far as possible, the escalation of difficult behaviours and the use of physical interventions.

The management of young people's behaviour is the responsibility of all members of staff and the Leadership Team support the systems and processes of behaviour management.

All teaching and support staff receive PRICE training at the earliest opportunity as part of their induction and annually for all staff. PRICE training is a nationally accredited behaviour management and physical intervention strategy and focuses on de-escalation strategies.

Young people benefit from different learning pathways, smaller class sizes, a broad curriculum, differentiated work, restorative practices, additional pastoral support systems and quality first teaching. As part of Lawnswood Campus, The Midpoint Centre also benefits from being able to access the onsite Counselling Service LITS, Intervention Centre, The HUB and the THRIVE Approach. There is a strong emphasis on the use of positive language, modeling and encouragement to build young people's self-esteem and relationships. The central environment is kept tidy, well maintained and bright, with displays that promote positive engagement from young people and value their achievements.

The management of risk is the responsibility of all staff. It will be expected that staff act to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. To support and promote a positive, safety focused ethos and culture within The Midpoint Centre we operate a rewards system using Learning and Behaviour Passports 'Star Cards' which encourage and rewards young people who take positive ownership over their behaviour choices, being in uniform, arriving on time and being **Ready, Respectful and Safe** at all times. We deliberately build Social Capital, one of the ways we do this is by engaging with the young people in the Canteen, Recreation Room, Outdoor Space, Quiet Rooms and the Sports Hall/Gym during breaks and lunch.

Positive Start

Our young people are expected to arrive at 8.50am in uniform, we have a uniform loan service to support this expectation. On entry to The Midpoint Centre each morning young people will be met at the gate. In The Midpoint Centre there are smiling faces and music in the background which all help to create a positive atmosphere. Staff will engage with young people, informally assessing the mood of our young people. The young people place their belongings such as their phone and valuables in their Pouch, order their lunch, an attendance mark is awarded and they are given their STAR Card with ticks or shaded STARS completed by staff. The young people have their bag and coat checked, they hang their coat/hoody up or place it in their locker along with their bag and hat, they then walk through the metal detector and are finally wanded to complete the process to ensure the safety of all.

Chewing gum, sweets, drinks and food must be handed in, medications such as lip balm, throat sweets must be kept in pockets and used appropriately. Bagels are available at breakfast and break, hot and cold food for lunch and water is available for young people at breakfast, break and lunch.

Our Expectations – Young people

Uniform

We expect young people to attend in full uniform: black trousers, jogging bottoms or skirt, black or white polo shirt or black or white shirt, black jumper or sweatshirt, black shoes or trainers. No hoodies, not hats, no branding or logos, no excessive jewellery. We encourage young people to wear skirts at an appropriate length and not to wear excessive make-up but we understand that for some young people this is a form of masking.

We have key behaviour expectations of being **Ready, Respectful and Safe** which underpin our vision and values and our day-to-day practice.



Ready:	Respectful:	Safe:
Did you stay in the lesson/tutor time?	Did you use respectful language to staff and your peers?	Did you use safe behaviour in your lesson/tutor time?
Did you complete all your work in the lesson/tutor time?	Did you respect the environment and personal property?	Did you use equipment safely in your lesson/tutor time?

Our Expectations - Staff

All staff in The Midpoint Centre share these 5 Pillars of Practice.

1. Consistent, calm adult behaviour.
2. First attention to best conduct.

Micro Scripts

Our Approach to Positive Behaviour

Our Learning and Behaviour Passport ‘STAR Card’ – Young Person Led Reward System

Every day our young people receive a STAR Card with STAR points for **Ready, Respectful and Safe** and SuperSTAR points for arriving on time and in uniform, it also has their timetable on the back. Young people collect these STARS from the moment they arrive at The Midpoint Centre and throughout the day, staff tick stars achieved and shade in stars not achieved, full points means young people can access the Rec Room at break and/or lunch and are rewarded on a Friday.

Ready Respectful Safe Learning and Behaviour STAR Passport						
Staff tick the STAR that has been achieved and colour in STAR that has not been achieved						
On entry SuperSTAR Uniform ☆ Punctual ☆	Monday	Tuesday	Wednesday	Thursday	Friday	
Lesson 1 SuperSTAR Uniform ☆ Punctual ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	
Lesson 2 SuperSTAR Uniform ☆ Punctual ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	
Break	6 Ready Respectful Safe STARS needed for the Rec Room at break (you will be removed for any playfighting)					
Lesson 3 SuperSTAR Uniform ☆ Punctual ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	
Lesson 4 SuperSTAR Uniform ☆ Punctual ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	
Tutor Time SuperSTAR Uniform ☆ Punctual ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	
Lunch	9 Ready Respectful Safe STARS after break needed for the Rec Room at lunch (you will be removed for any playfighting)					
Lesson 5 SuperSTAR Uniform ☆ Punctual ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	
Lesson 6 SuperSTAR Uniform ☆ Punctual ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	Ready ☆ Respectful ☆ Safe ☆	
Ready: Did you stay in the lesson/tutor time? Did you complete all your work in the lesson/tutor time?		Respectful: Did you use respectful language to staff and your peers? Did you respect the environment and personal property?		Safe: Did you use safe behaviour in your lesson/tutor time? Did you use equipment safely in your lesson/tutor time?		
Full STARS all week leads to a Reward Trip on a Friday afternoon. all SuperSTAR points every day. all week = £5 voucher on a Friday!						

Our ABCs (Achievements Behaviours Conduct) – Teacher Led Reward System

The ABC's are key, they enable us to give accurate information to all professionals, evidencing how a young person is making progress in terms of behaviour and attitudes. Teachers are expected to input Achievements and Behaviours on SIMS every lesson.

Routines

Lesson 1:

Staff are available to encourage young people to go to lessons and have a positive start to their day.

Young people missing of leaving lessons:

Staff will post on the Out of Lesson TEAMS channel if young people are missing or leave the classroom, TAs can go to support if it is appropriate.

Lesson Change Over:

Staff support young people leaving their classrooms and wait outside their room for their next class, TAs can go and support young people going to lessons if it is appropriate. Other staff are also available to encourage young people to go to lessons.

Break and Lunchtime:

Staff support young people leaving their classrooms and then go on duty or break. Young people have break time bagels and lunch in the Canteen or Quiet Rooms (if they have a cold lunch), they can go outside and access the Rec Room if they have full points. Positive behaviour is supported at break and lunchtime by having staff on duty during these times – see Duty Rota. Staff are encouraged to check in with young people, play games and interact during these unstructured parts of the day. All staff will support young people to go to their lessons at the end of break and lunch.

End of the Day:

There is a staggered ending to the day to ensure the safety of all young people and staff, The Skills Centre bring their young people over at 2.05pm, Year 11 are dismissed at 2.10pm and Year 10 at 2.20pm. Young people go to Reception, collect their coats, bags and belongings and all staff support in their safe exit and on the gate.

Tutor Time

All our young people and staff belong to a Tutor Group. We use our Tutor Groups to create a sense of belonging and ownership and cover a Tutor Time programme based on Personal Development.

Tutor Time is an essential part of relationship building and tutor can engage with their tutees by looking at their STAR Cards and discuss their morning. The Tutor Time is based on a framework of Behaviour Focus and RSHE themes of the week as shown below and slides are always on

display so young people know what they are doing during this time. It is an important learning time for young people and Tutors aim for the time to be engaging, purposeful and includes: Reflection Time, Form Time Debate/Discussion and Careers, Picture News, Reading and Assembly.

Date W/B	Behaviour Focus	RSHE Theme of the week	Date W/B	Behaviour Focus	RSHE Theme of the week
5 th Sept	Ready	Kindness	31 st Oct	Respectful	Gratitude
12 th Sept	Respectful	Respect	7 th Nov	Safe	Responsibility
19 th Sept	Safe	Confidence	14 th Nov	Ready	Community
26 th Sept	Ready	Empathy	21 st Nov	Respectful	Self-worth
3 rd Oct	Respectful	Emotions	28 th Nov	Safe	Support
10 th Oct	Safe	Integrity	5 th Dec	Ready	Perseverance
17 th Oct	Ready	Resilience	12 th Dec	Respectful	Loneliness

Date	Behaviour Focus	RSHE Theme of the week	Date	Behaviour Focus	RSHE Theme of the week
3 rd Jan	Safe	Inspiration	27 th Feb	Ready	Equality
9 th Jan	Ready	Conflict Resolution	6 th Mar	Respectful	Acceptance
16 th Jan	Respectful	Empowerment	13 th Mar	Safe	Honesty
23 rd Jan	Safe	Anxiety	20 th Mar	Ready	Tolerance
30 th Jan	Ready	Collaboration	27 th Mar	Respectful	Celebration
6 th Feb	Respectful	Communication	17 th Apr	Safe	Independence
13 th Feb	Safe	Self-esteem			

Date	Behaviour Focus	RSHE Theme of the week	Date	Behaviour Focus	RSHE Theme of the week
24 th Apr	Ready	Perseverance	5 th Jun	Safe	Goal Setting
1 st May	Respectful	Employment	12 th Jun	Ready	Support
8 th May	Safe	Compassion	19 th Jun	Respectful	Hope
15 th May	Ready	Healthiness	26 th Jun	Safe	Trauma
22 nd May	Respectful	Meditation	3 rd July	Ready	Self-Image
			10 th July	Respectful	Alertness
			17 th July	Safe	Contentment

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Form Time Timetable ~ Personal Development/Positive Relationships					
12.00pm – 12.20pm					
	Monday	Tuesday	Wednesday	Thursday	Friday
Year 10	Reflection Time Review of targets and target setting for the week Target discussed for passport	Form Debate/Discussion Topics on circle time tab: Form Time Ideas - Tutor group activities	Picture News Weekly Topical Issues (Picture News) PowerPoint will be sent by Sharon on Personal Development TEAMS channel at the beginning of the week	Year 11 ~ Reading Independent/group reading Quiz/ form competitions will be organised termly!	Year 10 ~ Reading Independent/group reading Quiz/ form competitions will be organised termly!
Year 11		Careers Advice will be given weekly!		Year 10 Assembly/Rewards	Year 11 Assembly/Rewards




Good Morning!

10 Joshua




Welcome to Form Time

Date	Monday 3 rd October 2022
Timetable	Reflection Time
Behaviour Focus	READY
RSHE Focus	Emotions – incorporate into discussions
MBV Focus	Rule of Law – incorporate into discussions
Question	READY - being ready to learn, what does this mean for you?
Personal Target	Sett a personal target and write on back on Learning and Behaviour STAR Passport



"IT'S THE LITTLE CONVERSATIONS THAT BUILD THE relationships AND MAKE AN impact ON EACH STUDENT"

— Mrs. [Name]

Ready Respectful Safe

Rewards and Key Messages

Staff Engagement

Staff engage in positive conversations with young people regarding positive **Ready, Respectful and Safe** behaviour and attitudes, good learning and achievement of STARs as often as possible.

STAR Card

Full STAR points results in a Reward Trip on a Friday, full SuperSTAR points results in a £5 voucher on a Friday.

Positive Text Messages Home

Tutors send positive text messages home for every 'positive' day. Tutors have a clear understanding of their roles and responsibilities see 'The Role of the Tutor' in Appendix A.

Weekly Assembly

We always look for ways to praise our young people. One of the ways in which we do this is in our weekly Assemblies, staff are asked to provide certificates in order to publicly praise individual young people for their efforts in lessons and with attendance. This process involves all staff and young people and gives staff and young people the opportunity to discuss achievements and celebrate success.

Half Termly Trips

Young people understand the importance in evidencing their Achievements and know that they lead to half-termly Gold, Silver and Bronze reward trips such as go karting, cinema or an outward-bound activity.

Rewards Lunch

Termly, the Executive Headteacher invites young people to a rewards lunch, for progress in attendance, learning and behaviour.

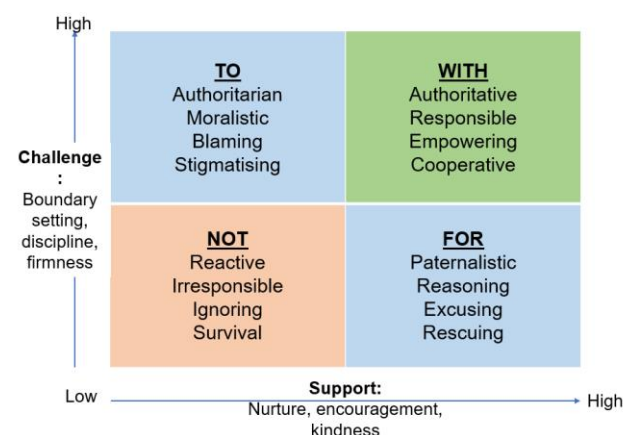
Deliberately Building Relationship Capital

We believe in building relationship capital as the best way to support positive behaviour. We do this in every interaction we have, but also via deliberate 'relationship capital' building activities, which are in our curriculum. All young people have a Reading and Functional Skills session, they can attend an Extra Curricular activity and take part in international festivals, celebrations and charity drop down days which enables staff to interact with young people away from the pressure of outcomes and academic learning expectations.

We understand that our vision and values require the presence of positive relationships. Staff and young peoples' relationships must be built on mutual respect and trust in the same way that we expect that young people's relationships with their peers must be built upon our Behaviour Framework: **Ready, Respectful and Safe**, our STAR Spirit and tolerance for each other.

Building Relationships Model

We strive to make all our interactions with young people fit into the 'with' square of the Building Relationships Model, highest challenge with the highest support. Staff reflect on all their interactions to evaluate if "I have stayed within the 'with' square?"



Restorative Practice

At The Midpoint Centre, Restorative Practice is at the heart of everything we do. Our aim is to develop a healthy community, increase social capital and to manage tension, conflict and antisocial behaviour by using both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.

The Restorative Conversation

All staff carry out these restorative conversations throughout the day, but particularly after an incident with a young person these conversations can happen at any time, whenever possible before that young person leaves that day. Allowing every day to be a new day.

The Restorative Eight:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Think Before We React or Speak

We all understand when any occasion in which harm, disruption or conflict occurs a restorative response involves first asking ourselves a set of **‘silent questions’** based on the five key themes:

	Theme	Language
1	Everyone has their own unique and equally valued perspective	What's happening from my own perspective? What am I seeing and hearing?
2	Our thoughts influence our emotions; our emotions influence our behaviour	What's going through my mind? What sense am I making of this? How is this interpretation affecting my own emotional response?
3	Empathy and consideration	How am I being affected?
4	Needs and unmet needs	What do I need right now - is it appropriate to bring these needs into the equation right now?
5	Collective responsibility for the choices made and for their outcomes	Will I invite the others here to consider my needs as well? Can I support them to find ways forward without my interference, or do I need extra support myself?

Attachment and Trauma Sensitive Approach

A deep understanding of trauma and childhood adversity underpins our approach to positive relationships within our Centre's community. We are committed to ensuring that our Centre develops an Attachment and Trauma Sensitive Approach to ensure that all our young people develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adverse Experiences on long-term mental, emotional and physical health. It is our aim to maximise the protective factors of The Midpoint Centre by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At The Midpoint Centre, we believe in the power of positive and frequent praise for positive and kind behaviour as a more effective way of improving standards and relationships between young people. Staff within the Midpoint Centre's environment have a duty to provide positive role modelling.

Our differentiated response to challenging behaviour recognises that our young people are individual and that some will require additional support to achieve the high expectations we have for behaviour for all young people. We aim to actively promote high self-esteem and high aspirations for all young people, through an ethos that values every young person. For young people, being able to self-regulate and understand their emotions, to apply thinking between

feeling and action and to increasingly show empathy and understanding to others is core to our work.

Interventions and Support

We use a range of interventions to support young people such as Respect, Self Regulation, Damage, Vandalism, Anti Bullying, Anger Management, Drugs, Stealing and deeper PRU interventions such Risk workshops, PRICE Team around the child support, Reduction Violence Unit workshops, Community Police officer intervention, EYES Workshop intervention, LA Outreach support, LITS Counselling, Volunteering opportunities, Graduated Response, EP Reports, EHCNA.

Our Differentiated Response:

We ensure a differentiated response to behaviour in several ways:

1. Induction

We offer an intensive THRIVE Induction Process for 5 days before they join The Midpoint Centre. The work completed during this time allows staff to gain a deeper understanding of young people in terms of Contextual information, Self, Learning Needs and SEMH. There is a timetable of activities which include organising log-ins for computer, completing baseline testing, completing Reading test, completing PASS survey, choosing options, reviewing risk assessment, identifying triggers and strategies that support and meeting staff and Tutor. At the end of the THRIVE Induction a Flying Start Form is completed and shared with staff and a Vulnerability Spreadsheet is completed to identify our most vulnerable young people based on their life experiences so far.

2. Learning Pathways

The induction process then informs the Pathway young people will access to best suit their individual needs.

- Advanced – Young people who are working towards obtaining their GCSE's and working towards a mainstream curriculum and reintegration to mainstream education.
- Foundation – Young people who may have gaps in their education and are identified as needing to build their academic skills and confidence through working on Entry Level and Functional Skills Qualifications.
- Nurture – Young people that require extra support both academically and emotionally. These young people have dedicated 'Nurture' time to look at life skills, confidence building or the time to discuss their concerns.
- Complementary – The Complementary Pathway is for young people who struggle with the rigour of a mainstream timetable, it is a fluid pathway that supports the needs of young people at the time and they can move in and out of this pathway, numbers are kept small in this pathway to ensure that the more challenging and individual needs can be met. This pathway will focus on Entry Level and Functional Skills qualifications but also on opportunities outside The Midpoint Centre – this

includes Work Experience, Team Building, Confidence, Self-Discipline/Respect Workshops and Activities. The young people on this pathway are reviewed weekly.

3. Behaviour Boards & Flying Start Form

Our Behaviour Boards & Flying Start Form are key ways of sharing information about our young people, it is expected that Tutors keep ownership of these for their young people but all staff can update this document to ensure that information is current and up to date.

- **Baseline Behaviour** – What is the norm for a particular young person?
- **Positives/Ways in** – Hobbies, interests, humour, favourite lesson etc.
- **Triggers** – What escalates behaviours? How can you tell they are struggling?
- **Strategies** – How can we de-escalate situations?

4. Risk Assessments

Individual Risk Assessments are continually reviewed and updated, particularly after key incidents. Tutors are expected to keep ownership of these but are available to all staff within the Risk Assessment Channel of Teams.

5. Vulnerability Spreadsheet

After Induction, this spreadsheet is completed, it is a point scoring system based on a young person's life challenges and will identify the most vulnerable young people we and indicate specific support that may be needed.

6. Leadership Conversations

For any lower-level behaviours, the Leadership Team has a conversation with the young person when they arrive in the morning or the end of the day, addressing the behaviour re-establishing expectations and consequences and listening to their voice to see if any adaptations need to be made.

7. Phone Calls Home

Tutors phone Parents/Carers regarding any lower level behaviours and the Leadership Team will phone Parents/Carers regarding any time needed in the Intervention Room, The HUB or request meetings to discuss other concerns.

8. Behaviour Intervention Room

If a young person is struggling in managing **Ready, Respectful and Safe** behaviour during lessons or social times, they can be supported within the Intervention Room to reflect on behaviours, discuss concerns, work on specific interventions, complete a Reflection Sheet that needs to be presented to the Leadership Team, complete class work and repair any relationships with staff or other young people. Daily reports are shared with the staff and Leadership Conversation takes place before returning to The Midpoint Centre.

9. Quiet Room

If a young person is struggling emotionally during lessons or social times, they can be supported within the Quiet Room to have time to talk.

10. Pathway Alteration

If a young person is struggling in managing **Ready, Respectful and Safe** behaviour consistently due to their Pathway, for example not able to cope with the demands of a full day of academic content they may be moved to a different Pathway such as Nurture or Complementary.

11. The HUB

If a young person is struggling in managing **Ready, Respectful and Safe** behaviour during lessons or social times which results in a significant incident or where the Intervention Room support has not had an impact, they can be supported with a 3 or 5 day placement in The HUB to reflect on behaviours, discuss concerns, work on specific interventions, create a Presentation which needs to be presented to the Leadership Team, complete class work and repair any relationships with staff or other young people. Daily reports are shared with the staff and Leadership Conversation takes place before returning to The Midpoint Centre.

12. THRIVE Approach

We have trained staff in the THRIVE Approach who work with young people who need this additional support. These THRIVE principles are embedded in everything that The Midpoint Centre does:

1. **Common Language:** The conceptual framework and its five needs based groupings: *Thriving, Getting Advice and Signposting, Getting Help, Getting More Help, Getting Risk Support*, supports a shared language and understanding.
2. **Needs-Led:** Approach based on meeting need, not diagnosis or severity. Explicit about the definition of need at any one point, what the plan is and everyone's role within that plan. Fundamental to this is a common understanding of the definitions of the needs based groupings.
3. **Shared Decision Making:** Voice of young people and families is central. Shared decision making processes are core to the selection of the needs based grouping for a young person.
4. **Proactive Prevention and Promotion:** Enabling the whole community in supporting mental health and wellbeing. Proactively working with the most vulnerable groups. Particular emphasis on how to help young people and their communities build on their own strength including safety planning where relevant.
5. **Partnership Working:** Effective cross-sector working, with shared responsibility, accountability and mutual respect based on the five needs based groupings.
6. **Outcome-Informed:** Clarity and transparency from outset about young people's goals, measurement of progress movement and action plans, with explicit discussion if goals are not achieved.

- Discuss the limits and ending of interventions.
 - Differentiate treatment and risk management.
 - Consider full range of options including self or community approaches.
7. **Reducing Stigma:** Ensuring mental health and wellbeing is everyone's business.
 8. **Accessibility:** Advice, help and risk support available in a timely way for the young person or family, where they are and in their community.



13. Team Around the Child Meeting

When interventions are not working to support behaviour change we plan a Team Around the Child meeting with the Executive Headteacher and key professionals to discuss what has been explored and identify next steps to meet the needs of the young person.

14. 1:1 Tuition in the HUB/Gold Outreach

1:1 Tuition in The HUB or Gold Outreach – tuition offsite can be accessed in extreme circumstances that relate to Safeguarding or change of provision. This will only be for a short period of time whilst meetings take place to establish how needs can be met and how the young person can be supported safely.

15. Modified Timetables

In Wolverhampton we use Special Personalised Learning Plans (SPLPs) these are agreed with Parents/Carers, the Executive Headteacher, Head of Centre, young person and the Local Authority. They are monitored on a weekly basis and are reviewed every 4 weeks. We keep SPLPs to an absolute minimum as we understand the need to keep young people in the Centre and in full time education.

16. Alternative Provision Support

On some occasions young people require education outside of The Midpoint Centre to reflect and refocus. We have developed excellent working relationships with a number of external providers that we can work with to best meet the needs of our young

people. All Alternative Provision providers have a Safeguarding Audit undertaken by us before they start.

17. LA Support

The Midpoint Centre can request LA support if a young people's Parents/Carers refuse to send their young person to The Midpoint Centre or there have been significant safeguarding/behaviour concerns and all interventions have been exhausted.

Our Consequences Pathways gives an overview of our differentiated response:

The Midpoint Centre										
Behaviour and Attitudes – Consequences Pathways V5										
The Curriculum Pathways										
THRIVE Induction Programme 7-10 Days	Complementary Provision Pathway		Advanced Pathway		Foundation Pathway			Nurture Pathway		
Consequences for episodes unacceptable behaviour, extremely challenging behaviour or inability to manage behaviour in centre based on meeting the needs of young people										
Leadership Conversation	Intervention Room in Centre – Part Day	Intervention Room in Centre – Full Day up to 3 Days	Change to Different Pathway	The HUB 3 Days	The HUB 1 Week	THRIVE Approach	TAC Meeting	1:1 Tuition in The HUB/Specialist Gold Outreach very short term	Alternative Provision	LA Support
Reason: Behaviour of concern	Reason: Unacceptable behaviour	Reason: Unacceptable behaviour that is repeated	Reason: Young people not coping with their Pathway	Reason: Persistent unacceptable behaviour where the Intervention Room has not impacted on the behaviour	Reason: Significant unacceptable behaviour incident	Reason: Additional emotional support – 6 weeks	Reason: Struggling to support a young person's education after intense interventions	Reason: Significant safety concerns being in Centre or on Campus – short term	Reason: Significant safety concerns being on site - longer term	Reason: Significant safety concerns being on site and unable to meet the needs of the young person or parent refusal to attend
Timings: 15 Minutes	Timings: During the day	Timings: Full day, up to 3 days	Timings: All day	Timings: All Day Onsite	Timings: All Day Onsite	Timings: All day with 6-week programme	Timings: 30 Minutes	Timings: 10-1pm Onsite Offsite	Timings: All Day Offsite	Timings: All Day Offsite
Staffing Leadership Team	Staffing: Intervention Teacher	Staffing: Intervention Teacher	Staffing: Quality of Education Lead	Staffing: The HUB Team	Staffing: The HUB Team	Staffing: THRIVE Approach trained Centre staff	Staffing: Centre Leadership Team, Attendance Officer, Tutor and Executive Headteacher	Staffing: The HUB Team	Staffing: Alternative Provision Staff Link Centre Staff and weekly visits	Staffing: Alternative Provision Staff Removed from roll
SPLP: No	SPLP: No	SPLP: No	SPLP: No	SPLP: No	SPLP: No	SPLP: No	SPLP: No	SPLP: Yes	SPLP: Yes, if under 25hrs a week	N/A

Crisis

We follow four steps to support a young person in crisis

1. Protect: Move to a safe space; increase social engagement, reduce the stress, remove the audience, and protect their dignity
2. Relate: Show empathy, listen, find words for feelings, allow the young person to feel understood
3. Regulate: Mindfulness, Microscript, physical intervention, protect dignity
4. Reflect: Emotional Coaching; restorative practice asking five key questions to ensure the conversation is reflective yet is not detrimental to a young person's view of themselves.

Damage

All staff should try and prevent damage from occurring. If it continues despite staff requests, staff are able to use PRICE training to prevent significant damage and harm. All young people will then be expected to either support the repair of the damage or pay a contribution towards the cost of repair. Staff inform Nigel Biddle to record, report and make contact with parents and glass breakage is reported to Rachael Narroway who contacts Edwards glass and the caretakers immediately.

Physical Intervention

See Appendix B.

All staff are trained using the PRICE approach. We use physical intervention as a very last resort and use a wide range of PRICE de-escalation techniques first.

The law allows all adults who are authorised by the Head of Centre to be responsible for young people to use such force as is reasonable to prevent a young person:

- a) Committing a criminal offence
- b) Causing personal injury, injury to others or damage to property
- c) Engaging in any behaviour prejudicial to maintaining good order and discipline

Violent Incidents

There are sometimes when the young people are in such a heightened state that they may become violent. Staff are to use every de-escalation tool they have but if under threat from serious violence can use physical intervention. If the situation cannot be resolved by staff, Police can be contacted and the Executive Head must be informed. Any violent incidents towards staff must be recorded on SIMs, an Incident Form and an IR1 Form.

Searching, Screening and Confiscation

See Appendix C.

Searching can play a critical role in ensuring that The Midpoint Centre is a safe environment for all young people and staff. It is a vital measure to safeguard and promote staff and young people's welfare and to maintain high standards of behaviour through which young people can learn and thrive. Due to the nature of the young people that attend The Midpoint Centre, on entry staff use a metal detector, wand to support the detection of prohibited items, a member of staff also check bags and coats with the young person before they are placed in lockers or hung up to ensure that there are no prohibited items and all other prohibited items such as phones, vapes and chewing gum are handed into a Pouch for safe keeping by staff.

The list of prohibited items is:

- knives and weapons (including pintail /afro combs);

- alcohol;
- illegal drugs (including drugs paraphernalia);
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence,
- to cause personal injury to, or damage to property of; any person (including the young person).

An article specified in regulations:

- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Under common law, The Midpoint Centre staff have the power to search a young person for any item if the young person agrees. The member of staff should ensure the young person understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the young person is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation.

A search may play a vital role in identifying young people who may benefit from early help or a referral to the local authority children's social care services.

Absconding

See Appendix D.

The safety and welfare of our young people is paramount. In order to ensure the continued safety of all young people in The Midpoint Centre, individual environmental and activity risk assessments are carried out and maintained by the member of staff in charge. The risk assessment will detail measures and controls, which are in place to safeguard individual young people. Teachers and TAs should have 'eyes on' to ensure their young people are in sight at all times where possible.

Problematic sexual behaviour that requires intervention

All staff working at The Midpoint Centre have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff challenge any unacceptable or harmful behaviour. All incidents are recorded and investigated by the DSL and using

safeguarding concerns forms, CPOMs, sexual behaviour referral forms and Multi Agency Support HUB (MASH).

Child on Child Abuse

Child-on-child abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender-based violence. All staff have a responsibility to pass any safeguarding concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) using CPOMs.

Race Hate

At The Midpoint Centre we teach about acceptance and tolerance. Any racial abuse must be challenged by all staff and reported to the Leadership Team, entered onto SIMs and sent to the Local Authority using an IR1 Form. Interventions will then be put in place as well as a restorative conversation to ensure relationships are repaired.

Homophobic Comments

At The Midpoint Centre we teach about acceptance and tolerance. Any homophobic abuse must be challenged, reported to the Leadership Team, entered onto SIMs and sent to the Local Authority using an IR1 Form. Interventions will then be put in place as well as a restorative conversation to ensure relationships are repaired.

Young Person's Voice

We ensure that all young people always have a voice. We have a strong young person's council who meet regularly and feedback to the staff. We assess young people's wellbeing via tools as the Emotional Literacy Checklist, PASS survey. We also have a termly questionnaire which can help current the thoughts and feelings of the young people so they can be quickly addressed.

Working with Parents/Carers

Clear communication on behaviour issues with Parents/Carers is critical. Tutors text Parents/Carers daily if young people have had a positive day and call if there are issues that need discussing and Leadership Team call to arrange meetings to allow for contact to be consistent and fluid. Simple agreements that give the young person the same message have maximum impact. Parents/Carers must take responsibility for their young person's behaviour – this responsibility does not stop at the gate.

Some of our best moments at The Midpoint Centre are events such as the Drop Down Days, Charity Events, Christmas Fayre, giving each young person a reading book for Christmas and Graduation when Parents/Carers come in for positive reasons.

Working in partnership

At The Midpoint Centre we work in close partnership with a range of agencies to improve outcomes for our young people. This includes working with partners such as;

- Multi Agency Support Hub
- Education Welfare
- SENSTART
- Nurse
- Connexions
- YOT
- Catch 22
- Base 25
- Wolverhampton 360
- Educational Psychologists
- Police Panel

This might be through additional support given to those young people within classroom settings and during break and lunchtime.

Being Inclusive

We do not give up on young people; we provide chance after chance. Using an inclusive approach, we utilise several types of provision ranging from The Intervention Room, The HUB, and Restorative Conferences to support our young people and make them feel included. The aim is to always provide our young people with a chance to put things right and demonstrate positive behaviour and re-engage with their learning. We believe in an inclusive culture and therefore do not exclude our young people.

Appendix A

The Role of the Tutor 2022-2023

Pastoral Care ~ Support & Guidance

Safeguarding Communication Attendance Uniform Behaviour Tutor Time Tutor Time Programme

The role of Tutor is vital to the efficient running of Lawnswood Campus and Tutors offer guidance, support and encouragement throughout the student's time with us. The Tutor should be the first person to whom a young person will turn to for help or advice, although it may sometimes be necessary to refer the matter to the Head of Centre. It is through regular daily contact that unobtrusive care is exercised. Tutors must 'own' their tutees and do everything they can to ensure that their safeguarding (health, safety and welfare) is the main priority. The main functions are as follows:

A. SAFEGUARDING

- Ensure the health, safety and welfare of tutees
- Complete Safeguarding Concern forms for tutees if there are safeguarding concerns
- Identify counselling needs
- Share any Safeguarding concerns at the Debrief at the end of every day

B. COMMUNICATION

- Contact with home regularly via positive texts, phone calls or emails
- Write termly tutor comment reports
- Share any communication concerns at the Debrief at the end of every day

C. ATTENDANCE

- Analyse weekly attendance data
- Identify patterns of lateness and absence weekly and take SWIFT action with the Attendance Officer
- Attendance display in classroom which is updated monthly
- Share any attendance concerns at the Debrief at the end of every day

D. UNIFORM

- Ensure that tutees wear the correct uniform and that it is addressed in Tutor Time
- Contact home if uniform is becoming an issue via phone call, text or emails
- Support tutee to have correct uniform
- Share any uniform concerns at the Debrief at the end of every day

E. BEHAVIOUR

- Discuss Learning and Behaviour STAR Passport during Tutor Time
- Encourage tutees to follow Behaviour Expectations – Racy, Respectful, Safe
- Nominate tutees for Rewards lunch for Attendance, Behaviour or Learning improvement
- Support tutees in restorative conversations after behaviour incident
- Keep a record of STAR points for tutor group awards
- Encourage tutees involvement in eating lunch and lunchtime activities
- Phone parents/carers regarding challenging behaviour and test parents for positive behaviour
- Share any behaviour concerns at the Debrief at the end of every day

F. TUTOR TIME

- Settle tutees and give them an opportunity to talk, laugh, give praise, encourage reflection, build trust and relationships
- Ensure Tutor Time Slide is on display
- Talk about STARS awarded in the morning
- Follow the timetable of Tutor Time activities in Personal Development TEAMS channel
- Use Picture News each week
- Ensure you have different reading materials for Reading time
- Read EHCP and know tutees outcomes
- Read PEP for CAYPiC and know tutee outcomes
- At the end of Tutor Time ensure tutees feel listened to and ready to learn
- Inform staff of tutee birthdays and sort birthday card from tutor group.
- Know your tutees and share with staff any barriers to learning and strategies that are needed to support on the Behaviour Boards
- Share any Tutor Target Time concerns at the Debrief at the end of every day
- CHAMPION your tutees at all times!

Appendix B

Physical Intervention Policy 2022-2023

Purpose

The purpose of this policy is to make clear the position of The Midpoint Centre with regards to necessary physical interventions and to safeguard the well-being of young people and staff when a situation or incident requires the use of physical intervention.

It is the objective of The Midpoint Centre to maintain consistent and safe practices in the use of handling, reasonable force & restraint.

Physical Intervention and the Law

The law allows all adults who are authorised by the Head of Centre to be responsible for young people to use such force as is reasonable to prevent a young person:

- a) Committing a criminal offence
- b) Causing personal injury, injury to others or damage to property
- c) Engaging in any behaviour prejudicial to maintaining good order and discipline

Staff should not hesitate to act in these situations provided they follow this policy and the attached guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

Definition of Terms:

- Handling – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a young person in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.
- Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the young person, member of staff or others present at the time of physical intervention.
- Restraint - is the positive application of force in order to actively prevent a young person from causing significant injury* to him/herself or others or seriously damaging property.
*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by willful or reckless behaviour and self-poisoning.

- It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

Implementation of Physical Intervention

All staff are PRICE trained and complete a refresher each year and new staff are trained as part of their Induction programme.

All PRICE trained members of staff working with young people at The Midpoint Centre are authorised to handle, use reasonable force or restrain young people if/when such physical intervention is necessary.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

In all circumstances where physical intervention is or may become required, members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering handling, use of reasonable force or restraint must provide opportunity for the young person to alter their behaviour/actions **using verbal de-escalation techniques** before employing a physical intervention strategy and should continue to make instructions to the young person and details of their intended interventions clear.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time (additional guidance regarding what intervention is and is not appropriate is given below).

Recording Physical Intervention

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded in the Physical Intervention Bound Book.

The Head of Centre should be informed of the intervention that has taken place. It is the responsibility of the intervening member of staff to complete the Physical Intervention Bound Book on the day that the intervention took place.

The circumstances and nature of the physical intervention will be held on the record of the young person involved. The Head of Centre will ensure that Parents/Carers are appropriately informed.

For the safeguarding of both staff and young person, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.

Guidance for Staff re: Handling, Use of Reasonable Force & Restraint

Purpose of this document

- To provide for the safety and security of young people in need of physical intervention.
- To clarify for staff the steps they are allowed to take if a situation requiring physical intervention arises
- To enable staff to distinguish between what intervention is and is not acceptable.
- To help ensure that any physical intervention is minimal, infrequent, recorded and that relevant authorities and parents are appropriately informed.

The decision to employ a Physical Intervention Strategy:

- You should be aware that all staff who have responsibility for a young person or group of young people are authorised to employ physical intervention strategies in the event they are necessary and that the law allows you to intervene in this manner.
- You should however be aware that you have a choice whether or not to intervene physically in any given situation and that you should not do so if you are uncomfortable with the situation or not confident to deal with it effectively.
- You should be aware that in the event that you employ a physical intervention strategy, the Parents/Carers of the young person will be informed of your actions, the record of the intervention will be kept on the young person's file and in the Physical Intervention Bound Book.

In what way can you Physically Intervene?

Any application of physical intervention must only use the minimum force for the minimum amount of time. There are a number of ways in which you can physically intervene and you must choose the strategy appropriate to the situation and presenting least risk to yourself, the young person and other people.

Appropriate actions include;

- ✓ **Shepherding or Guiding;** using body positioning and positive gestures to move a young person away from harm. This may include the placing of a hand on the back (between the shoulder blades) and using reasonable force to actively move them from one place to another.
- ✓ **Blocking or Interposing;** placing yourself between the young person and their objective (e.g. exit, another young person) thereby preventing the potential injury damage or prejudice to good order.
- ✓ **Holding and Leading;** leading the young person (with open hand e.g. by the upper arm) to prevent them from injury, damage, etc.
- ✓ In cases of resistance from a young person, it may be necessary to employ holding to effectively achieve shepherding and, hence you are actively leading them away.

- ✓ Restraining; used only in the most extreme cases, restraining may require a significant amount of force in order to prevent significant injury (as described in the policy).

Essentially, restraining is a more extreme version of holding, may require more than one adult and may last significantly longer than other strategies. However, the same care must be taken to restrain a young person appropriately.

In what ways must you NOT Physically Intervene?

The purpose of physical intervention is essentially to maintain good order and ensure the safety of all individuals, therefore it is never appropriate to employ a physical intervention strategy if you are not in control of your own emotions. **Physical interventions must never be employed in anger or frustration. If you find yourself angry or frustrated by the situation at hand you must step back and allow someone else to manage the issue.** It is never appropriate to use physical intervention strategies as a punishment. Just as there are a number of acceptable intervention strategies, there are also a number of actions it is completely inappropriate to take. Inappropriate actions include;

- Hitting or Striking; while it is entirely possible that in the course of an intervention (e.g. breaking up a fight) you may be hit yourself, you must not strike a young person.
- Deliberately inflicting pain; it is not okay to twist limbs or put pressure on joints (e.g. arm up a young person's back), pull or hold hair, pinch or hold a young person in a pain inducing way (e.g. by the ear).
- Making contact with sexually sensitive areas of the body; where at all possible contact should be restricted to arms, shoulders and the back as previously described.
- Restricting breathing; by holding round the throat or for a prolonged period around the chest. It is also never appropriate to sit on/straddle a young person or hold them face down to the floor.

Guidance for managing your intervention:

- Always give a young person an opportunity to resolve the situation without use of physical intervention first.
- Always send for assistance from colleagues or another authorised adult; other young people should never be involved in physical intervention. You may have to intervene before help arrives, but not managing this entirely on your own is safer for all concerned.
- Be aware of your emotions. Are you comfortable and confident to deal with this scenario without anger? If not – don't intervene.
- Continue to communicate with the young person (and witnesses) throughout the incident even if the young person doesn't respond. Be clear about what you are doing and inform the young person that the intervention will cease when it is no longer necessary.

e) Apply only appropriate strategies and the minimum required force to achieve the required outcome (prevention of injury/harm, young person/staff safety, restoration of good order). Release the young person once this has been achieved.

f) Manage the situation calmly – even if the young person responds negatively.

g) Complete the Physical Intervention Bound Book as soon as possible after the event.

Minimising the need for Physical Intervention In most circumstances:

Physical Intervention really should be a last resort or an emergency action. Therefore, all staff should:

- ✓ endeavour to create a calm environment which will minimise the risk of incidents where the use of physical intervention may be required;
- ✓ endeavour to teach young people how to manage strong emotions and conflict through opportunities for SMSC and wider aspects of the Centre curriculum;
- ✓ quickly seek to de-escalate incidents if they do arise;
- ✓ only use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force;
- ✓ aware of risk assessments and positive handling plans for specific individual young people.

A list of authorised personnel is available from The Midpoint Centre but will include all teachers and staff who are contracted by the Centre.

Appendix C

Searching, Screening and Confiscation (DfE July 2022)

Introduction:

Ensuring Centre staff and young people feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure young people and staff welfare is protected and helps Centre's establish an environment where everyone is safe.

This advice is intended to explain the Centre's screening, searching and confiscation powers so that Heads of Centre and other staff have the confidence to use them if necessary.

The Centre and their staff are an important part of the wider safeguarding system for young people. This system is described in the statutory guidance Working Together to Safeguard Children. Keeping Children Safe in Education makes clear that all Centre staff have a responsibility to provide a safe environment in which young people can learn.

Before screening or conducting a search of a young person, it is vital that the Centre considers their obligations under the European Convention on Human Rights.

Under Article 8, young people have a right to respect for their private life. In the context of these rights and obligations, this means that young people have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a Centre (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A Centre exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Searching:

Searching can play a critical role in ensuring that the Centre is a safe environment for all young people and staff. It is a vital measure to safeguard and promote staff and young people's welfare and to maintain high standards of behaviour through which young people can learn and thrive.

Heads of Centre and staff they authorise have a statutory power to search a young person or their possessions where they have reasonable grounds to suspect that the young person may have a prohibited item or any other item that the Centre expectations identify as an item for which may be searched. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;

- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence,
- to cause personal injury to, or damage to property of; any person (including the young person).

An article specified in regulations:

- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Under common law, Centre staff have the power to search a young person for any item if the young person agrees. The member of staff should ensure the young person understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item, especially knives, weapons, illegal drugs or stolen items, may mean that the young person is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement and in some cases may be involved in child criminal exploitation.

A search may play a vital role in identifying young people who may benefit from early help or a referral to the Local Authority Children's Social Care Services.

The Centre's behaviour policy should outline the banned items for which a search can be made. This must include the list of prohibited items and may include other items which a Head of Centre has decided are detrimental to maintaining high standards of behaviour and a safe environment.

The Centre's behaviour policy should be communicated to all members of the Centre community to ensure expectations are transparent to all young people, Parents/Carers and staff, and provide reassurance that any searching of a young person will be implemented consistently, proportionately and fairly, in line with the Centre's policy.

When exercising their powers, the Centre must consider the age and needs of young people being searched or screened. This includes the individual needs or learning difficulties of young people with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a young person has a disability.

Centre staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

The role of the Head of Centre, the Designated Safeguarding Lead and authorised members of staff:

Only the Head of Centre, or a member of staff authorised by the Head of Centre can carry out a search.

The Head of Centre can authorise individual members of staff to search for specific items, or all items set out in the Centre's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The Head of Centre can require a member of the security staff to undertake a search.

If a security guard, who is not a member of the Centre staff, searches a young person, this guidance should be followed and the person witnessing the search should be a permanent member of staff.

Head of Centre may not require any other member of staff to undertake a search if they refuse.

The Head of Centre should oversee the Centre's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all young people and staff with support from the Designated Safeguarding Lead (or Deputy).

The Head of Centre should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a young person who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the young person who is being searched.

The Designated Safeguarding Lead (or Deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a young person was in possession of a prohibited item. The staff member should also involve the Designated Safeguarding Lead (or Deputy) without delay if they believe that a search has revealed a safeguarding risk. If the Designated Safeguarding Lead (or Deputy) finds evidence that any young person is at risk of harm, they should make a referral to Children's Social Care Services immediately (as set out in part 1 of Keeping Children Safe in Education). The Designated Safeguarding Lead (or Deputy) should then consider the circumstances of the young person who has been searched to assess the incident against potential wider safeguarding concerns.

Before Searching:

A search can be considered if the member of staff has reasonable grounds for suspecting that the young person is in possession of a prohibited item or any item identified in the Centre expectation for which a search can be made, or if the young person has agreed.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other young people and staff.

Before any search takes place, the member of staff conducting the search should explain to the young person why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the young person before conducting a search. If the young person is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- ✓ are in possession of a prohibited item;
- ✓ do not understand the instruction;
- ✓ are unaware of what a search may involve;
- ✓ have had a previous distressing experience of being searched.

If a young person continues to refuse to co-operate, the member of staff may place consequences for the young person in line with the Centre's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Head of Centre, Designated Safeguarding Lead (or Deputy) or member of staff who may have more information about the young person.

During this time, the young person should be supervised and kept away from other young people.

If the young person still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items. The decision to use reasonable force should be made on a case-by-case basis.

The member of staff should consider whether conducting the search will prevent the young person harming themselves or others, damaging property or from causing disorder.

During a search:

Where: An appropriate location for the search should be found. Where possible, this should be away from other young people. The search must only take place on the Centre premises or where the member of staff has lawful control or charge of the young person, for example on a Centre trip.

Who: The law states the member of staff conducting the search must be of the same sex as the young person being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a young person of the opposite sex and/or without a witness present only:

- ✓ if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
- ✓ in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the young person or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a record of the search is kept.

The extent of the search:

A member of staff may search a young person's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the young person to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the young person has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the Centre for any item provided the young person agrees.

The Centre can make it a condition of having the locker or space that the young person agrees to have these searched.

If the young person withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the Centre expectations for which a search can be made.

A young person's possessions can only be searched in the presence of the young person and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

Strip Searching:

A strip search is a search involving the removal of more than outer clothing.

Strip searches on Centre premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

While the decision to undertake the strip search itself and its conduct are police matters, Centre staff retain a duty of care to the young person(s) involved and should advocate for a young person's wellbeing at all times.

Before calling police into Centre, staff should assess and balance the risk of a potential strip search on the young person's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.

Staff members should be sensitive to whether such outer clothing is worn for religious reasons when conducting a search.

Searches may entail different levels of invasiveness and exposure.

A search under PACE Code A that involves removing more than outer clothing but does not expose intimate parts of the body would not require the presence of an appropriate adult. However, from a young person wellbeing perspective, Centre's may wish to involve an appropriate adult as a matter of course during all searches conducted by police.

Once the police are on Centre premises, the decision on whether to conduct a strip search lies solely with them and the role of the Centre is to advocate for the safety and wellbeing of the young person(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a Parent/Carer of the young person suspected of concealing an item in advance of the search, even if the Parent/Carer is not acting as the appropriate adult.

Parents/Carers should always be informed by a staff member once a strip search has taken place.

Centre should keep records of strip searches that have been conducted on Centre premises and monitor them for any trends that emerge.

The process the police must follow during a strip search:

- ✓ Except in cases of urgency where there is risk of serious harm to the young person or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the young person, one of which must be the appropriate adult.
- ✓ If the young person's Parent/Carer would like to be the appropriate adult, the Centre should facilitate this where possible.
- ✓ Police officers carrying out the search must be of the same sex as the young person being searched.
- ✓ An appropriate adult not of the same sex as the young person being searched may be present if specifically requested by the young person. Otherwise, no-one of a different sex to the young person being searched is permitted to be present, and the search must not be carried out in a location where the young person could be seen by anyone else.
- ✓ Except in urgent cases as above, a search of a young person may take place without an appropriate adult only if the young person explicitly states in the presence of an

appropriate adult that they do not want an appropriate adult to be present during the search and the appropriate adult agrees.

- ✓ A record should be made of the young person's decision and signed by the appropriate adult.
- ✓ The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances.

Strip searching can be highly distressing for the young person involved, as well as for staff and other young people affected, especially if undertaken on Centre premises. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the young person might have concealed such an item.

The role of the appropriate adult is to safeguard the rights, entitlements and welfare of children and vulnerable adults in police custody. This adult must not be a police officer or otherwise associated with the police. Examples of an appropriate adult include, but are not limited to, a parent, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. Note that an appropriate adult is not required when a young person is eighteen or above.

Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

After-care following a strip search:

Young people should be given appropriate support, irrespective of whether the suspected item is found.

If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the Centre which gives attention to the young person's wellbeing and involves relevant staff, such as the Designated Safeguarding Lead (or Deputy).

Safeguarding should also be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the young person to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, young people should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it.

Centre staff should give particular consideration to any young people who have been strip searched more than once and/or groups of young people who are more likely to be subjected to strip searching with unusual frequency and consider preventative approaches.

After a search:

Whether or not any items have been found as a result of any search, the Centre should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the young person is suffering, or is likely to suffer harm, and/or

whether any specific support is needed. Where this may be the case, Centre staff should follow the Centre's child protection policy and speak to the Designated Safeguarding Lead (or Deputy) as set out in Part 1 of Keeping Children Safe in Education. They will consider if pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

If any prohibited items are found during the search, the member of staff should follow the guidance on confiscation.

If a young person is found to be in possession of a prohibited item then the staff member should alert the Designated Safeguarding Lead (or Deputy) and the young person should be sanctioned in line with the Centre's behaviour policy to ensure consistency of approach.

Further information on safeguarding can be found in Keeping Children Safe in Education and Working Together to Safeguard Children.

Recording searches:

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the Centre's safeguarding reporting system (CPOMS), including whether or not an item is found. This will allow the Designated Safeguarding Lead (or Deputy) to identify possible risks and initiate a safeguarding response if required.

Headteachers may also decide that all searches for items banned by the Centre expectations should be recorded.

Staff members should follow the Centre policy in these cases.

The Centre is encouraged to include in the record of each search:

- the date, time and location of the search;
- which young person was searched;
- who conducted the search and any other adults or young people present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search.

The Centre who conducts a high number of searches should consider whether the searches fall disproportionately on any particular groups of young people by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

Informing Parents/Carers:

The Centre should reinforce the whole-Centre approach by building and maintaining positive relationships with Parents/Carers.

Parents/Carers should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable.

A member of staff should inform the Parents/Carers of what, if anything, has been confiscated and the resulting action the Centre has taken, including any sanctions applied.

The Centre should consider that in some circumstances it might also be necessary to inform Parents/Carers of a search for an item banned by the Centre policy.

Any complaints about searching, screening or confiscation should be dealt with through the normal Centre complaints procedure.

Screening:

Screening can help provide reassurance to young people, staff and Parents/Carers that the Centre is taking measures to create a calm, safe and supportive environment.

The Centre's statutory power to make expectations on young person behaviour and their duties as employers in relation to the safety of staff, young people and visitors enables them to impose a requirement that young people undergo screening.

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all young people for weapons before they enter the Centre premises.

Before considering the installation and use of any technology for screening, the Head of Centre is encouraged to consult with the local police who may be able to provide advice about whether installation of these devices is appropriate.

If a Head of Centre decides to introduce a screening arrangement, they should inform young people and Parents/Carers in advance to explain what the screening will involve and why it will be introduced.

Where a young person has a disability, the Centre should make any reasonable adjustments to the screening process that may be required.

If a young person refuses to be screened, the member of staff should consider why the young person is not co-operating and make an assessment of whether it is necessary to carry out a search.

Confiscation Items found as a result of a search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or young people;
- is prohibited or identified in the Centre Expectations for which a search can be made.
- is evidence in relation to an offence.

Prohibited or illegal items:

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so.

In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the young person.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must Legally, be delivered to the police as soon as reasonably practicable.

The Centre does not have to give the name of the young person from whom drugs have been taken to the police. The Centre should consider this on a case-by-case basis.

Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though Centre staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the Centre;
- whether retaining or returning the item to the owner may place any person at risk of harm;
- whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of.

In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item;
- whether and when it is safe to return the item.

If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

Members of staff should use their judgement to decide to return, retain or dispose of any other items banned under the Centre expectations. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the young person or parent;
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the Centre.

Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the Centre.

Electronic Devices:

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead (or Deputy) as the most appropriate person to advise on the Centre's response. Handling such reports or concerns can be especially complicated and the Centre should follow the principles as set out in Keeping Children Safe in Education. The UK Council for Internet Safety also provides the following guidance to support Centre staff and Designated Safeguarding Leads.

Sharing Nudes and Semi-Nudes:

Advice for education settings working with children and young people. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the Centre and disrupt teaching, or be used to commit an offence.

In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the young person and/or the Parent/Carer refuses to delete the data or files themselves.

Confiscation as a Disciplinary Penalty:

The Centre's general power to discipline enables a member of staff to confiscate, retain or dispose of a young person's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Appendix D

Absconding Guidance 2022-2023

Introduction:

For the purpose of this staff guidance, the term 'absconding' is used to cover incidents of young people leaving the Centre unaccompanied and without the prior knowledge of staff.

Principles and Purpose:

- To abscond is to 'leave without permission' Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, Centres and other education settings owe a duty of care towards their young people.
- This duty of care requires that all reasonable steps are taken to ensure that young people are safe and remain within the care of the Centre at all times throughout the day and during Centre led activities.
- The safety strategies will be dependent on Centre phases (ages) and vulnerability of specific individuals.
- Everyone who comes into contact with young people and their families has a role to play in safeguarding children.
- Young people who go missing are potentially at risk of harm, and a significant number, because of their circumstances, may face the risk of sexual, criminal or economic exploitation.
- Young people absconding or go missing from care, home and education is a key risk factor in safeguarding children.
- All staff have a responsibility to provide a safe environment in which young people can learn. (Keeping Children Safe in Education & Working Together to Safeguard Children)
- This guidance sets out the procedures for maintaining safety and dealing with event of a young people going missing from Centre and Lawnswood Campus site promptly and efficiently.
- It is the Centre's responsibility to safeguard the health, safety and wellbeing of young people whilst in our care.
- This guidance is to assist you with our existing safeguarding policies and should complement and enhance the following policies already in place – i.e. Safeguarding Policy, Positive Behaviour and Relationships policy, Whistleblowing procedures, Data Protection, SEND policy, Health and Safety policy and First Aid policy.
- Many young people have special educational needs or are vulnerable in terms of lack of understanding of their own safety and the significance of Centre expectations relating to attending and absconding.
- As a direct result of this, the Centre places high importance on awareness for staff regarding matters of safety, security and support for young people.
- Staff work with young people to raise their understanding of safe behaviours both in Centre and in the community and provide each young person with purposeful

educational and community experiences which are engaging, creative and suitable to their individual need, interest and ability.

- Where a young person is known to present a high risk of absconding and placing themselves or others in danger the Centre will create an individual assessment of risk reflecting those needs and how to address these in a positive way.
- In the event of a young people absconding from a Centre, a member of available staff will become the lead person.

Staff Awareness:

It is the responsibility of all staff:

- To ensure that they follow security and safety procedures to maintain the safest possible environment for the young person.
- Familiarise themselves with the Positive Behaviour and Relationships Policy and the individual strategies for support within each young person's Behaviour Support Plans and Risk Assessments.
- Required to be vigilant in their recording of all young people's attendance.

Risk Assessments:

The safety and welfare of our young people is paramount. In order to ensure the continued safety of all young people in our Centre, individual environmental and activity risk assessments are carried out and maintained by the member of staff in charge. The risk assessment will detail measures and controls, which are in place to safeguard individual young people. Teachers and TAs should have 'eyes on' to ensure their young people are in sight at all times where possible.

In the event that a young person absconds staff must activate the following procedure:

From a Lesson:

- Subject TA to alert staff on TEAMS channel – Out of lesson and send TEAMS chat message to alert the Leadership Team, Safeguarding Officer and Attendance Officer
- Safeguarding Officer and Attendance Officer will organise a search of the building and grounds, calling on available staff to support.
- The Teacher and TA must ensure that the rest of the young people are safe and appropriately supervised in the classroom, if appropriate the TA may leave to support the search.
- Safeguarding Officer or Attendance Officer must inform Executive Headteacher and the Leadership Team if a young person is not located within a reasonable timeframe (20 minutes).
- The Safeguarding Officer or Attendance Officer will contact Parents/Carers to inform them of the situation.
- If the young person is deemed to be at significant risk and not located within a reasonable timeframe (30 minutes), the Safeguarding Officer or Attendance Officer

must contact police using 101 and advise that a young person is missing, providing a full description, including the clothes they were wearing when last seen.

- Once a young person has been found the Safeguarding Officer or Attendance Officer will brief the Police, Parents/Carers and staff as necessary.
- Safeguarding Officer or Attendance Officer complete a full and detailed report of the incident must be completed on CPOMS; this must include times, date, significant decisions made, actions taken, when and by whom i.e. police contact, Parents/Carers informed etc.
- A restorative meeting should take place with the young person and the Leadership Team before they leave at the end of the day or the next morning if appropriate.

From the Site:

Where a young person is seen to leave the Lawnswood Campus site without permission or support, the following procedures should be followed:

- Subject TA to alert staff on TEAMS channel – Out of lesson and send TEAMS chat message to alert the Leadership Team, Safeguarding Officer and Attendance Officer
- Safeguarding Officer and Attendance Officer will organise a search of the building and grounds, calling on available staff to support.
- The Teacher and TA must ensure that the rest of the young people are safe and appropriately supervised in the classroom, if appropriate the TA may leave to support the search.
- The member of staff should follow the young person and try to persuade them to return to site.
- At all times, the member of staff must be aware that active pursuit may encourage the young person to panic placing themselves in further danger e.g. risk of running into a busy road.
- The member of staff should follow the young person at a safe distance keeping them in sight where possible.
- The member of staff may request additional staff to join the search in a vehicle, taking a mobile phone with them to ensure contact with the Centre.
- The member of staff take account of the young person's vulnerability, the weather conditions, the time of day, what they are wearing etc.
- Safeguarding Officer or Attendance Officer must inform Executive Headteacher and the Leadership Team if a young person is not located within a reasonable timeframe (20 minutes).
- The Safeguarding Officer or Attendance Officer will contact Parents/Carers to inform them of the situation.
- If the young person is deemed to be at significant risk and not located within a reasonable timeframe (30 minutes), the lead person must contact police using 101 and advise that a young person is missing, providing a full description, including the clothes they were wearing when last seen.

- Once a young person has been found the Safeguarding Officer or Attendance Officer will brief the Police, Parents/Carers and staff as necessary.
- Safeguarding Officer or Attendance Officer complete a full and detailed report of the incident must be completed on CPOMS; this must include times, date, significant decisions made, actions taken, when and by whom i.e. Police contact, Parents/Carers informed etc.
- If the young person returns of their own volition the Safeguarding Officer or Attendance Officer will inform Parents/Carers, Police and staff.
- A restorative meeting should take place with the young person and the Leadership Team before they leave at the end of the day or the next morning if appropriate.

Appendix E

Substance Misuse Policy 2022-2023

Substance Misuse is Safeguarding and is therefore everyone's responsibility. This Policy Document outlines the responsibilities of Staff and our expectations of our young People at The Midpoint Centre.

Substance Misuse Policy Rationale:

The aim of this policy is to acknowledge and clarify the Centre's role in substance misuse prevention and education and ensure it is appropriate to young people's needs.

The policy provides information and guidance about substance misuse education, as well as procedures to respond to any substance misuse related incident, for young people, teachers, support-staff, outside agencies or individuals.

The policy aims to ensure that the approach taken on the issue of substance misuse is a whole-Centre policy and is part of our commitment to and concern for the health and well-being of the whole Centre community.

All staff will need to be confident and skilled to teach substance misuse education as young people need to receive up to date, relevant and accurate information as well as support.

This policy aims to make clear procedures for responding to and managing substance misuse related incidents.

Consequences for incidents will be consistent with the Centre's behaviour policy.

This policy applies, at all times, to the Centre premises, Centre transport as well as Centre visits/trips/residentials.

Definition:

'Drugs' are taken here to mean those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs, illegal drugs such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD, Novel Psychoactive Substances (NPS) and any other substances covered by the 1971 misuse of drugs act; psychoactive substances act 2016, or that is subject to a temporary class drug order (TCDO).

The Centre prohibits all substances having psychoactive effects on the brain including drugs paraphernalia such as grinders: depressants, stimulants, cannabis and hallucinogens.

The Centre believes that the possession and or use of such drugs in Centre, during the Centre day or while travelling to/from Centre is inappropriate.

The substances covered by this policy are not to be used, bought, sold or otherwise exchanged or brought onto Centre premises during the Centre day or while young people are on Centre visits.

Individual exceptions may be made for young people who require prescription medicines where appropriate – See Medication Administration Policy.

Drug Education:

The Centre provides a planned drug education curriculum through the following:

Science Curriculum offers the content of the statutory drugs education:

- Key Stage 4 - 14–16-year-olds should be taught the effects of solvents, tobacco, alcohol and other drugs on body functions.

Other discretionary topics will be delivered through Personal Development, Risk Workshops, Form Time, outside agencies and will reflect knowledge, understanding, attitudes and social skills that will:

- Enable young people to make healthy, informed choices
- Promote positive attitudes to healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse
- Widen understanding about related health and social issues
- Enable young people to identify sources of appropriate advice and personal support

The Midpoint Centre works closely with our onsite LITs Team, W360, Catch 22, Base 25, CAMHs, West Midlands Police, Parents/Carers to support the needs of our young people offering the appropriate advice and support to best suit each young person's needs.

On the whole, it will be all staff and outside agencies who will teach drug education and such agencies will be used in a planned way and their contributions evaluated.

All staff will have access to on-going advice, support and training as part of their own professional development.

The Midpoint Centre actively cooperates with agencies such as the LA, police, health and drug agencies.

The Executive Headteacher will ensure that all staff dealing with substance issues are adequately supported and trained.

Any educational establishment cannot knowingly allow its premises to be used for the production or supply of any controlled drug. Where it is suspected that substances are being sold on the premises, details regarding those involved, and as much information as possible, will be passed to the police.

Procedures :

Drug Situations – Medical Emergencies

The procedures for an emergency apply when a young person is at immediate risk of harm. A young person who is unconscious, having trouble breathing, seriously confused or disorientated or who has taken any harmful toxic substance, should be responded as an emergency.

The main responsibility is for the young person at immediate risk, but you also need to ensure the wellbeing and safety of others, put into practice the Centre's first-aid procedures and if in any doubt, call medical help.

Always

- Assess the situation
- If a medical emergency, send for medical help and ambulance

Before assistance arrives

If the young person is conscious:

- Ask them what has happened and to identify any drug used
- Collect any drug sample and vomit for medical analysis (first aider or Leadership Team)
- Do not induce vomiting
- Do not chase or over-excite them if intoxicated from inhaling a volatile substance
- Keep them under observation, warm and quiet
- Notify Parents/Carers

If the young person is unconscious:

- Ensure that they can breathe and place them in the recovery position
- Do not move them if a fall is likely to have led to spinal or other serious injury which may not be

obvious

- Do not give them anything by mouth
- Do not attempt to make them sit or stand
- Do not leave them unattended or in the charge of another young person

- Notify Parents/Carers

For needle stick (sharps) injuries

- Encourage wound to bleed
- Do not suck, wash with soap and water
- Dry and apply waterproof dressing
- Ensure full PPE is worn whilst administering first aid
- If used/dirty needle seek advice from a doctor, ensure the needle is disposed of correctly unless

needed for investigation.

When medical help arrives

- Pass on any information available, including vomit and any drug samples.
- Complete an Incident Report Form as soon as you have dealt with the emergency (prescription and “over the counter”), volatile substances, alcohol, tobacco, Novel Psychoactives and illegal drugs.

Key Staff and Specific Responsibilities

R Brown – To be informed of any Substance Misuse incidents. DSL, Parent/Carer contact, Police contact.

C Woolford – DSL, Young Person Assessor, Search & Confiscate, Parent/Carer Contact, Police contact

A Arnold – Young Person Assessor, Search & Confiscate, Parent/Carer Contact, Police contact

N Biddle – DSL, Young Person Assessor, Search & Confiscate, Parent/Carer Contact, Police contact

L Croutear – DDSL, Safeguarding Coordinator, Search & Confiscate, Parent/Carer Contact, Police Contact, Medical Administration

D Brookes – DDSL, Search & Confiscate, Parent/Carer Contact, Police Contact

N Fennell – Search & Confiscate, Parent/Carer Contact, Police Contact

S Banton – Search & Confiscate, Parent/Carer Contact, Police Contact

S Petrie – Search & Confiscate, Parent/Carer Contact, Police Contact

N Marshall – Search & Confiscate, Parent/Carer Contact, Police Contact

M Adedeji – Search & Confiscate, Parent/Carer Contact, Police Contact

S Roberts – Personal Development and Risk Coordinator

All Staff - Parent/Carer Contact, Police Contact

Substance Misuse is Safeguarding and is therefore everyone's responsibility.
This Policy Document outlines the responsibilities of Staff and our expectations of
our Young People at The Midpoint Centre.

Young People suspected of arriving to The Midpoint Centre under the influence

- **Action 1** - Staff should ensure that a member of The Leadership Team has seen and assessed the young person.
- **Action 2** - Decision to be made if the young person is safe onsite. If Yes, all subjects to facilitate written tasks only and maintain observation, communicate with staff via TEAMS, young people should not be allowed into any rooms which pose a risk such as the Skills Centre or Food/Science Rooms. If No, Safeguarding Officer or Attendance Officer to call Parents/Carers (arrange a meeting/collection/drop off) and young person to wait in Reception/Quiet Room supported by member of staff.
- **Action 3** – Is the young person suspected of bringing drugs onto the premises? If Yes, see Search, Screening Confiscation Document.
- **Action 4 – Consequences:** Parents/Carers informed, meeting arranged with Head of Centre and Deputy/Assistant Head of Centre, Intervention Room referral for the following day to reflect on behaviour and complete interventions, persistent substance misuse will result in an outside agency referral and Parent/Carer meeting with Executive Headteacher and Head of Centre/Deputy/Assistant Head of Centre.
- **Action 5 – Debrief:** Staff to be informed of decisions taken and next steps being put in place.
- **Action 6 – Record:** Record on SIMs, Record on CPOMs the substance misuse issue, complete Incident Report Form.

Please note that Cigarettes/lighters and Vapes are handed in at the start of the day, if this process is not followed all staff are expected to challenge and remove the item/s.

Legal drugs

The police will not normally need to be involved in incidents involving legal drugs, but the Head of Centre may wish to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to young people in the local area.

Young people are becoming increasingly aware of, and in some cases using, new psychoactive substances (NPS). These are designed to mimic the effect of illegal drugs but are structurally different enough to avoid being classified as illegal substances under the Misuse of Drugs Act.

Despite being labelled as legal these substances are not always safe to use and often contain controlled drugs making them illegal to possess.

New psychoactive substances should be included in the Centre drug policy as unauthorised substances and treated as such. If there is uncertainty about what the substance is, it should be treated as a controlled drug.

Controlled Drugs

In taking temporary possession and disposing of suspected controlled drugs the Centre is advised to:

- Ensure that a second adult witness is present throughout.
- Seal the sample in a plastic bag and include details of the date and time of the confiscation/find and witness present.
- Store it in a secure location, such as a safe or other lockable container and until it can be passed to the Executive Headteacher.
- Notify the police without delay, who may collect and advise of disposal in line with locally agreed protocols. The law does not require a Centre to divulge to the police the name of the young person/people from whom the drugs were taken but it is advisable to do so. To notify the Police use – 101 to report the incident or visit the link below <https://www.west-midlands.police.uk/incident-report>
- Record full details of the incident, including the police incident reference number on an IR1 form.
- Inform Parents/Carers, unless this is not in the best interests of the young person.
- Proceed with consequences.

Links

<https://www.talktofrank.com>

<https://www.youngminds.org.uk/young-person/coping-with-life/drugs-and-alcohol/>

<https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/>

<https://www.nspcc.org.uk/keeping-children-safe/talking-drugs-alcohol/>

<https://base25.org/>

<https://w360.org.uk/>

<https://www.nhs.uk/live-well/healthy-body/drug-addiction-getting-help>

<https://www.mind.org.uk/information-support/types-of-mental-health-problems/drugs-recreational-drugs-alcohol/support-for-drug-problems/>

<https://www.turning-point.co.uk/services/drug-and-alcohol-support.html>

www.drugeducationforum.com/

www.mentoruk.org.uk

<https://www.gov.uk/youth-offending-team>