



Positive Behaviour and Relationships Policy

Ambition, Spirit, Vision and Values

Our Ambition
To improve life chances of young people by providing a first-class, appropriate and broad education, supporting individual needs in a nurturing environment.

Our STAR Spirit
SUPPORT TRUST ACHIEVE RESPECT

Our Vision
We believe that by creating a meaningful, caring, stimulating and safe environment young people have the opportunity to address their particular issues, raise their self-esteem, and learn to value themselves and others. We seek to minimise the disruption to young people's education and offer an enriching and enjoyable experience, helping to reduce anxiety about schoolwork.

Our Values
Kindness Empathy
Honesty Positivity

Commitment Resilience
Responsibility Curiosity

Lawnswood Campus Orchard

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

Mission Statement:

Our mission at The Orchard Centre is to create an environment for our young people with the Spirit of Support, Trust, Achieve, and Respect (STAR). We want our young people to be independent and 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.

Rationale:

At The Orchard 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 Centre life and beyond.

We expect and reward the highest standards of behaviour which include a code of conduct. We understand the importance of promoting social engagement, learning and behaviour change. Our focus is to ensure that all young people feel safe within the Centre and develop positive, trusting relationships with all members of the 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, but the Centre's Pastoral Team take the lead on managing behaviour.

All teaching and support staff receive PRICE training at the earliest opportunity as part of their induction. PRICE training is a nationally accredited behaviour management and physical intervention strategy.

Young people benefit from small class sizes, differentiated work, restorative practices, tailored curriculum, additional pastoral support systems and quality first teaching. As part of Lawnswood Campus, the Centre also benefits from being able to access the onsite Lawnswood Intergrated Therapy Service (LITS). The Orchard Centre has a Nurture group 'Rising Stars' which offers a bespoke curriculum for some young people. There is a strong emphasis on the use of positive language, modelling, and encouragement to build young people's self-esteem and relationships. At The Orchard Centre we feel that the 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 is expected that staff act to de-escalate a situation and use the least intrusive strategy to make circumstances safer. To support and promote a positive, safety focused ethos and culture within the Centre we operate a STAR behaviour system, which encourages and rewards young people who take positive ownership over their behaviour choices. Form tutors take ownership over young people in their form groups, this enables strong positive relationships with young people and their families. The building of Social Capital is integral to our daily practice, using social and unstructured times to build relationships.

Positive Start

Every young person is greeted on entry to The Orchard Centre. Each day begins with form time allowing for tutors to assess the attitudes of our young people.

All staff in the school share these 5 Pillars of Practice.

1. Consistent, calm adult behaviour, modelling best practice.
2. First attention to best conduct, using positive reinforcement.
3. Clear and relentless routines.
4. Scripting difficult interventions. Communicating expectations of behaviour in a variety of ways inc. non-verbal.
5. Restorative conversations

We praise in public; we reprimand in private.



Our Expectations – Young people

We expect young people to reflect each lesson on their own behaviour. This supports our vision and values and our day-to-day practice.

Support

Have I supported myself and others?

Trust

Have I earned trust today?

Achieve

Have I done my best today?

Respect

Have I been respectful today?

Deliberate 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 in our curriculum. Our weekly enrichment activities enables staff to interact with young people away from the pressure of outcomes and academic learning expectations. Such activities include outdoor education, walking groups, golf, horticulture and mindfulness.

Staff and young peoples’ relationships must be built on mutual respect and trust. Young people’s relationships with their peers must be built upon our Spirit of Support, Trust, Achieve Respect.

To further enhance our work, The Orchard Centre has achieved the Value Based Education (VBE) Quality Mark and we have staff that are trained in Trauma Informed Practice. This will allow all stakeholders to further develop our vision and values to embed in everyday practice.

Building Relationships Model

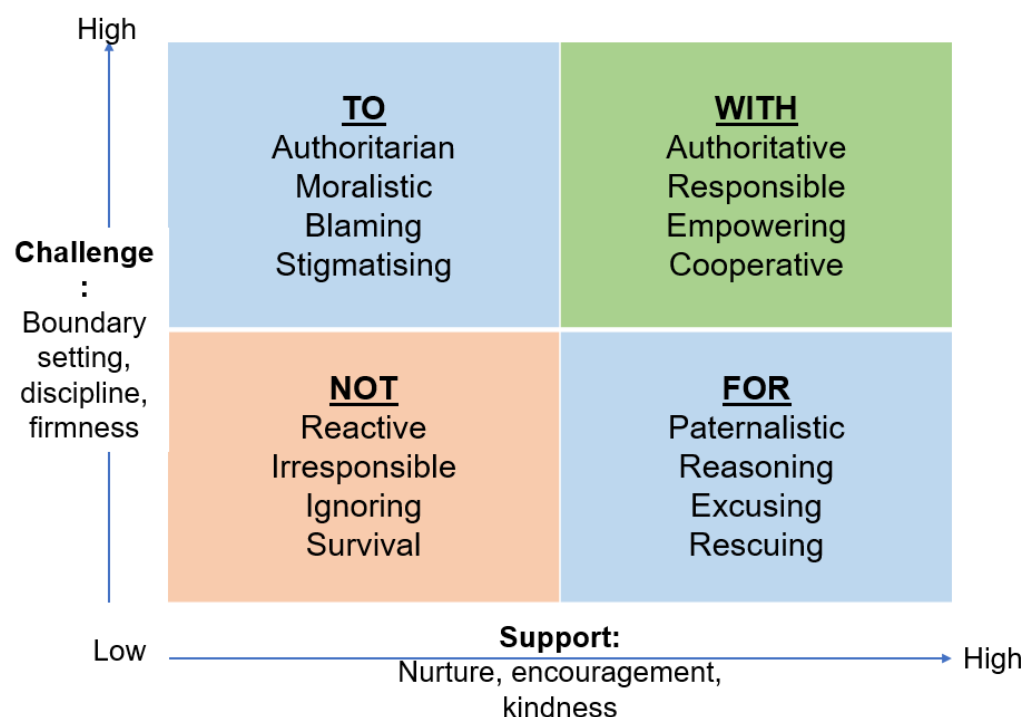
The Orchard Centre recognises its legal duty under the Equality Act 2010 to prevent young people with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the young person.

The Centre’s staff will evaluate a young person who exhibits challenging behaviour to determine whether they have any underlying needs that are not being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a young people, we will liaise with external agencies and plan support programmes for that young person. We will work with parents/ carers and mainstream referrers to create the plan and review on a regular basis.

Staff are expected to model positive and professional behaviour and reflect on their own practice using the Building Relationships Model.



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 Adverse Childhood Experiences (ACE) on long-term mental, emotional and physical health. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At The Orchard Centre, 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.

Where young people are unable to engage with our behaviour approaches because of immaturity, for example caused by developmental trauma, alternative strategies need to be implemented. Our emphasis will be on nurture rather than reward, punishment or separation from the group. Removal of any type will reinforce the young person's perceptions of being unworthy and unlovable, and invoke shame, so the young person should be brought closer to

the teacher and keyworker at times of stress rather than removed from them, a 'time in' rather than a 'time out' approach.

Our differentiated response:

We ensure a differentiated response to behaviour in several ways:

1. 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 Pastoral Channel of Teams.

2. Pastoral Intervention Room

If a young person has a behaviour difficulty during lessons, they can be supported within the behavioural intervention room by one of the Pastoral team.

3. 1:1 support

1:1 support provides a learning and intervention space for our young people who require an additional layer of support. 1:1 support enables:

- A **Supportive** and calm environment.
- Young people to regain **Trust and** reintegrate back into Centres
- Young people to **Achieve**, improve their attendance and receive focused interventions.
- **Respect** between staff and young people to increase, relationships restored using 1:1 support as a positive place for conversations.

4. Duty Rota

Positive behaviour is supported at break and lunchtime by having staff on duty during these times. Staff are encouraged to check in with young people, play games and interact during these unstructured parts of the day.

5. Special Personalised Learning Plans

When a young person struggles to access the Centre fully and all interventions have been exhausted, a Special Personalised Learning Plan (SPLP) is used as a last resort. These are agreed with parents, carers, the Head of Centre, young person, and the Local Authority. We

use an SPLP as a last resort. They are monitored on a weekly basis and are reviewed regularly with the intention that the young person be reintegrated back into Centre when appropriate.

Our Approach to Positive Behaviour

All our young people and staff belong to a form group. We use our form groups to create a sense of belonging and ownership.

1. STAR behaviour system

Every week our young people receive a STAR Passport. Young people receive up to two points for Support, Trust, Achieve and Respect. They collect points for a reward of their choice or a reward visit. A positive day will be communicated with parents/carers.

Tutors have a clear understanding of their roles and responsibilities see 'The Role of the Tutor', Appendix A.

2. Recognition form board

Each form room has a recognition board that celebrates the success of young people in the group. This should include attendance, attitude, and academic success.

3. Rewards Lunch

A rewards lunch is held termly and young people are invited by the Executive Head Teacher to celebrate excellence throughout the term.

4. STAR points and behaviours – Teacher Led Reward System

These are key as they portray an accurate picture to all professionals, evidencing how a young person is making progress in terms of behaviour and attitude to learning. Teachers are expected to input STAR points and behaviours on SIMS after every lesson. This system is promoted daily in Form time and Form Tutors review targets on a weekly basis engaging in conversations about next steps.

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, 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 endeavour to prevent damage from occurring. If continued despite staff requests, staff should employ physical strategies of Team Teach to prevent significant damage. All young people will then be expected to either support the repair of the damage or pay a contribution towards the cost of repair. Parents/carers are informed of any further actions and the pastoral team/ keyworker must be informed.

Searching young people and confiscation of prohibited items.

If a member of staff suspects that a young person is in possession of a prohibited object the young person may be searched.

This search of a young person should be conducted by the Head of Centre or a member of staff authorised by the Head of Centre. The search must be conducted by the same gender as the young person, and with another adult present (where possible of the same gender). Before any search is undertaken consent will be sought from the young person. If consent is refused, the young person will be asked to say why he/she has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a consequence. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the young person may be searched without their consent. Advice should be sought from the Head of Centre if this is the case.

Searches will be conducted in such a manner as to minimise embarrassment or distress. When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the Centre rules. Where any article is thought to be a weapon or drugs, police must be notified it must be passed to the police. It is not necessary to consent from parents or carers, before or after a search takes place however if a search does take place parents/carers will be contacted. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Any prohibited items found in young persons' possession will be confiscated. These will not be returned to the young person.

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the young person after a discussion with leaders and parents, if appropriate.

Absconding

If a young person absconds, staff are to conduct a dynamic risk assessment to review the situation and inform future actions. Staff must inform Leaders and parents/carers will be contacted. If the young person is deemed to be vulnerable because of their age, Child Sexual Exploitation (CSE) risk or being in an unfamiliar location the Police will be contacted to report the child missing.

Physical Intervention:

Physical intervention is used as a last resort and a wide range of de-escalation techniques must firstly be employed. However, physical intervention is required:

1. Where there is an imminent risk of injury to the young person or another person.
2. Where there is risk of considerable damage to property.

Procedures for how to deal with such incidents are found in the Centre's "Positive Handling Policy".

Incidents of physical restraint must

- Always be used as a last resort
- Be applied using minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book (in the front office) and reported to parents/carers.

All physical interventions will be in accordance with the principles of Team Teach.

Violent Incidents:

When a young person is in such a heightened state, they may become violent. Staff must use appropriate de-escalation tools but if under threat from serious violence should use physical intervention. If the situation cannot be resolved by staff, Police will be contacted but the Leadership team and the Executive Head must be informed. Any violent incidents towards staff and other young people must be recorded on SIMs, an incident form and a IR1 Form must be completed.

Sexual behaviour that requires intervention:

Sexual behaviour may include:

- Explicit sexual remarks
- Display of sexual material
- Sexual gestures
- Unwanted physical attention
- Comments about sexual reputation
- Inappropriate touching

All staff working at The Orchard Centre have a responsibility to respond to behaviour that could be considered sexually inappropriate. Staff must challenge any unacceptable or harmful behaviour. All incidents are recorded and investigated by the DSL/DDSL using CPOMs and sexual behaviour referral forms. The DSL/DDSL will investigate the concern and if appropriate will submit a Multi-Agency Referral Form (MARF) and contact the 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 will challenge unacceptable behaviour, if appropriate this will be reported to the pastoral team. 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 and Homophobic Comments:

At The Orchard Centre we teach acceptance and tolerance through our rigorous Social, Moral, Cultural and Spiritual (SMSC) curriculum. Any racial abuse must be challenged by all staff and reported to the pastoral or Leadership team, recorded onto SIMs and sent to the Local Authority using an IR1 Form. Appropriate interventions will be implemented in addition to restorative conversations with an aim to repair relationships.

	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?

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:

Restorative Practice

At The Orchard Centre Restorative Practice is central to everything that 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.

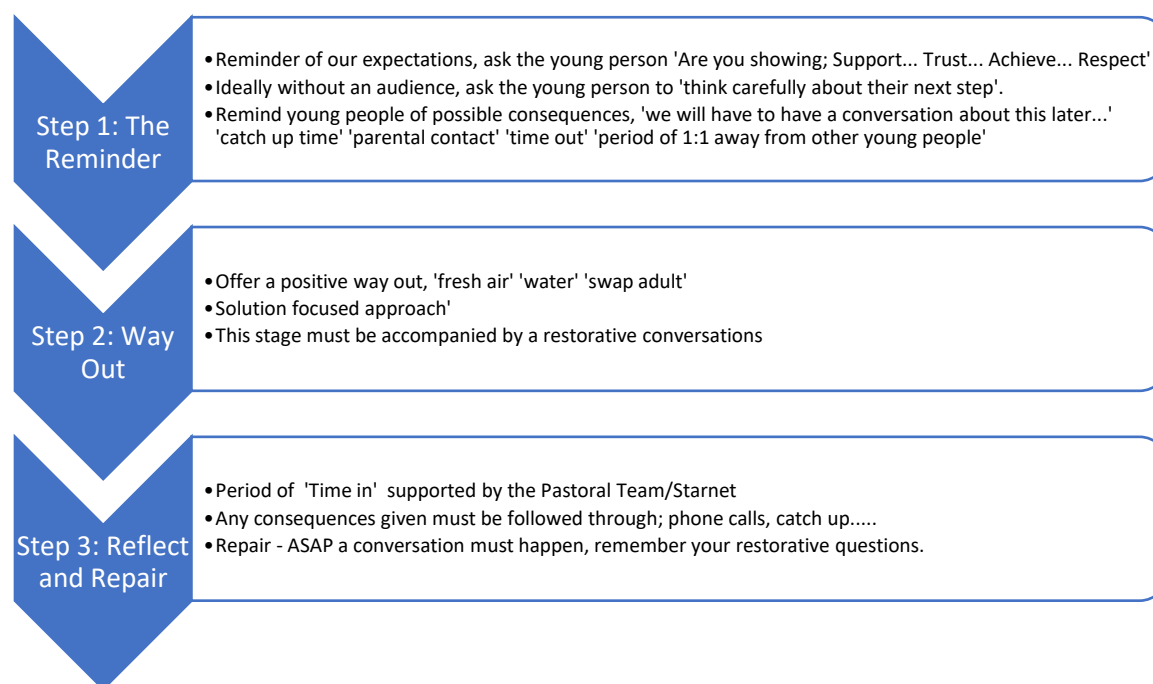
The Restorative Conversation

Following an incident, the relevant member of relevant staff must carry out a restorative conversation in a timely manner. Our 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 and whenever possible before that young person leaves that day. Conversations must happen at the earliest convenience for all parties.

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?

Our Behaviour Steps for Staff



Young Person's Voice

It is vital that all young people have the opportunities to express their opinions. We ensure that all young people always have a voice. We have a strong Student Council who meets regularly and feeds back to the staff. We assess young people's wellbeing via tools such as the PASS survey. We also have a termly questionnaire which can help capture the thoughts and feelings of the young people so they can be quickly addressed. All young people have contact twice daily with their form tutor and are also given a keyworker on induction to The Orchard Centre.

Working with Parents/Carers

Clear communication regarding behaviour issues with parents/carers is critical. Staff will make regular contact to report a young person's positive day, supported by the pastoral team if issues need discussing. 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 Centre's gate.

Working in partnership

It is important that 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
- School Nurse
- Connexions
- Catch 22
- Base 25
- Wolverhampton 360
- Educational Psychologists
- Police Panel
- YOT

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 a “dynamic” approach we 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

Pastoral Care ~ Support & Guidance

Safeguarding Communication Attendance Uniform Behaviour Tutor Target Time SMSC

The role of the Form Tutor is vital to the efficient running of The Orchard Centre as Tutors offer guidance, support and encouragement throughout the student's time with us. The Tutor should be one of the first people whom a student will turn to for help or advice. Support for the young person should be discussed in collaboration with the young person's Keyworker. 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 when appropriate via phone calls or emails
- Email incidents to home, schools, partners and multiagencies
- Share Reports with Parents/Carers at the Parent/Carer Consultation Meetings
- Share any communication concerns at the debrief at the end of every day
- Attend student reviews when appropriate to support the work of the Keyworkers
- Work collaboratively with the pastoral team to clarify and support communication with relevant agencies
- Display relevant form information on the form time display board

C. ATTENDANCE

- Identify patterns of lateness and absence weekly and consult with the attendance officer regarding concerns
- Analyse weekly attendance data
- Ensure tutees are rewarded for 95%+ & 100% attendance in accordance with the rewards and incentive programme
- Share any attendance concerns at the debrief at the end of every day

D. UNIFORM

- Ensure that students wear the correct uniform and that it is addressed in Tutor Target Time
- Contact home if uniform is becoming an issue via phone call or emails
- Put consequences in place for incorrect uniform (catch up)
- Share any uniform concerns at the Debrief at the end of every day

E. BEHAVIOUR

- Discuss achievements and behaviour during Tutor Target Time
- Encourage students to follow Behaviour Expectations
- Support student in completed Behaviour Reflection Sheets after every incident of unacceptable behaviour
- Ensure students are supported during consequences for behaviour
- Ensure progress in good behaviour is rewarded
- Nominate students for Head of Centre award (Pupil of the week/ most improved pupil)
- Encourage students involvement in eating lunch and lunchtime activities
- Share any behaviour concerns at the debrief at the end of every day
- Promote positive interaction with the House System

F. TUTOR TARGET TIME

- Settle students in the morning and give them an opportunity to talk, laugh, give praise, encourage reflection, build trust and relationships
- Ensure personal targets from the Learning & Behaviour Passport are reviewed by student and Tutor
- Update personal targets every week with students
- Read EHCP and extract personal targets in line with the targets from the Learning & Behaviour Passport
- Read PEP for CYPiC and build upon personal targets in line with the targets from the Learning & Behaviour Passport
- Maintain the students Learning and Behaviour passport
- At the end of Tutor Target Time ensure pupils feel listened to and ready to learn
- To support staff with any issues of no homework
- Know your students and share with staff any barriers to learning and strategies that are needed to support the student
- Celebrate significant events in tutees lives
- Support significant triggers of tutees
- Share any Tutor Target Time concerns at the debrief at the end of every day

G. TUTOR TIME LESSON

- Deliver the daily programme of SMSC through effective and engaging learning and teaching
- Take part in creating resources for the SMSC Programme
- Ensure team building is built into the SMSC learning experience
- To maintain the students SMSC Lesson folder with their work
- Share any SMSC Lesson concerns at the debrief at the end of every day

Appendix B

Physical Intervention Policy 2022-2023

Purpose

The purpose of this policy is to make clear the position of The Orchard 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 Orchard 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 Orchard 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:

a) Always give a young person an opportunity to resolve the situation without use of physical intervention first.

- b) 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.
- c) Be aware of your emotions. Are you comfortable and confident to deal with this scenario without anger? If not – don't intervene.
- d) 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 Orchard 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 Centres 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.
- 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.
- 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 Orchard 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: 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 Orchard 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 Orchard 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
- 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.

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

R Heathcote – Young Person Assessor, Search & Confiscate, Parent/Carer Contact, Police contact

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

L Kumar – DDSL, Search & Confiscate, Parent/Carer Contact, Police Contact, medical administrator

W Corbett- Medical Administrator

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 Orchard Centre.

Young People suspected of arriving to The Orchard 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. If No, Safeguarding Officer or Attendance Officer to call Parents/Carers (arrange a meeting/collection/drop off) and young person to wait in Reception 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>