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##### BRYMORE ACADEMY

**SAFEGUARDING AND CHILD PROTECTION POLICY**

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| **Created by:** Nicola Anstice | |
| **Date:** July 2014 | |
| **Approved by Local Advisory Board:** | |
| **Review date:** July 2015 | |
| **Signature of Chair of Governors** | **Signature of Headteacher** |

**INTRODUCTION**

The aim of this policy is to safeguard and promote our students’ welfare, safety, health and guidance by fostering an honest, open caring and supportive climate. The students’ welfare is of paramount importance. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. ‘Children’ includes everyone under the age of 18.

Brymore Academy fully recognises the responsibility it has under the Keeping Children Safe in Education (April 2014) statutory guidance and the contribution it can make to protect children and support students in school. The most important thing for our children is their safety. All people involved with children have a responsibility to be mindful of issues related to children’s safety and welfare and a duty to report and refer any concerns. Any member of staff is in a position of responsibility and may at some time have oversight of children. The welfare of the child is paramount and overrides any concern for parents/carers or any other member of staff.

This policy sets out how the Academy’s governing body discharges its statutory duties in promoting the welfare of children who are students at the academy. The Teacher Standards 2012 state that teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

There are three main elements to our Safeguarding Policy:

1. **Prevention** through the teaching and pastoral support offered to the students within the school day and boarding environment.
2. **Protection** by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.
3. **Support** to students who may have been abused.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action

This policy applies to all people working in the academy, including governors.

**ACADEMY COMMITMENT**

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse.

Brymore Academy will therefore:

Establish and maintain an ethos where children feel safe and secure and are encouraged to talk, and are listened to.

Ensure that students know that there are adults in the academy who they can approach if they are worried or are in difficulty. Concerned parents/carers may also contact the academy or one of the governors.

Include in the curriculum, activities and opportunities for PSHRE, which equip students with the skills they need to stay safe from abuse, including e-safety.

Ensure that wherever possible every effort will be made to establish effective working relationships with parents/carers and colleagues from other agencies.

**FRAMEWORK**

Academies do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authorities have a particular responsibility towards children and families most at risk of social exclusion, (Keeping Children Safe in Education April 2014). Any member of staff may be required to support Social Services in making decisions about children. Safeguarding is the responsibility of all adults, especially those working in an organisation attended by children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children’s Board.

**ROLES AND RESPONSIBILITIES**

Any person working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within academies and the LA who have specific responsibilities under Safeguarding Procedures.

**THE ROLE OF THE GOVERNING BODY**

The Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare and safety of children and will ensure it complies with the duties set out in legislation (Keeping Children Safe in Education April 2014).

It will:

 Designate a governor for Safeguarding who will oversee the Academy’s Safeguarding procedures and processes.

 Appoint a designated safeguarding lead who must be a member of the School Leadership Team (SLT).

 Appoint a designated teacher to promote the educational achievement of Looked After Children.

 Ensure an annual report is made to the Governing Body on safeguarding matters. A copy of this completed review should be sent to the Local Safeguarding Children’s Board (LSCB) for monitoring purposes.

 Ensure that this Policy is revised and updated annually.

 Act on any allegation made against the Headteacher in liaison with the Local Authority (LA).

**THE HEADTEACHER**

Must:

 ensure all staff follow policies and procedures.

**THE DESIGNATED SAFEGUARDING LEAD**

Will:

 Manage referrals.

 Liaise with the Headteacher.

 Act as a course of support, advice and expertise to staff on safeguarding issues.

 Updated training at least every 2 years.

 Ensure records are maintained.

 Ensure policies are updated, disseminated, made available to parents/carers and liaise with other agencies.

**PROCEDURES**

Where it is believed that a student is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) and the LSCB documents which can be found on www.somersetsafeguardingchildrenboard.org.uk.

These procedures make it clear, confirmed in our own policies, that the welfare of the child is of paramount importance. This takes precedence over sensitivities about relations with parents/carers, the likely reaction of other parents/carers and the community and any wish a child might have for complete confidentiality (which cannot be guaranteed). Members of staff not following the procedures could put themselves and the child concerned at risk. As long as the procedures are adhered to, members of staff will receive the full support of the Governing Body and the Local Authority (LA).

Monitoring attendance is a crucial element of safeguarding as children who go missing from education may be at risk of abuse or neglect. Relevant staff will be notified of any concerns. *Parents/carers will be informed of the Academy’s duties of Safeguarding through the school prospectus*.

**CATEGORIES OF ABUSE**

**Staff are well placed to notice the signs of child abuse, which are categorised as follows (source – Keeping Children Safe in Education April 2014):-**

**Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect**: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website (brief descriptions of each category given in Appendix 5):

 child sexual exploitation (CSE)

 bullying including cyberbullying

 domestic violence

 drugs

 fabricated or induced illness

 faith abuse

 female genital mutilation (FGM)

 forced marriage

 gangs and youth violence

 gender-based violence/violence against women and girls (VAWG)

 mental health

 private fostering

 radicalisation

 sexting

 teenage relationship abuse

 trafficking

**If**

 **A student discloses abuse, or**

 **A member of staff suspects a child may have been abused, or**

 **A third party expresses concern.**

 **A staff member witnesses an abusive situation involving another staff member.**

The member of staff **MUST: RECORD AND REPORT**

**Respond** without showing any signs of disquiet, anxiety or shock.

**Enquire** casually about how an injury was sustained or why a child appears upset.

**Confidentiality must not be promised** to children or adults in this situation.

**Observe** carefully the demeanour of behaviour of the child.

**Record** in detail what has been seen and heard; this is best if the child writes it. If the child is not capable of writing, the child may dictate. Date and time are crucial.

**Do not interrogate or enter into detailed investigations:** phrases such as “Tell me what happened”, “When ……” are acceptable. Phrases such as “Did he hit you?” are not.

Then **REPORT** to the designated person without delay.

Members of staff **MUST NOT:**

Investigate suspected/alleged abuse themselves.

Evaluate the grounds for concern.

Seek or wait for proof.

Discuss the matter with anyone other than the Headteacher/Senior Staff.

The Children’s Social Care Department and CAIT (Children Abuse and Investigation Team - Police) are the only agencies that can investigate allegations of abuse.

**Professional judgement**

**Remember: value your professional judgement. We may be the only agency involved with the family at the time of referral, and always pass your concerns to your designated person(s).**

Any member of staff can pass concerns to Children’s Social Care directly. As an academy we monitor students for whom referrals are made and will press for re-consideration if no action is taken. Concerns should always lead to help for the child at some point.

**SUPPORTING STUDENTS AT RISK**

Brymore Academy recognises that children who are abused or who witness violence, may find it difficult to develop a sense of self-worth and to view the world in a positive way. This academy may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Brymore Academy will endeavour to support students through:

 The curriculum, to encourage self-esteem and self-motivation.

 The academy ethos, which promotes a positive, supportive, safe and secure environment and which gives all students and adults a sense of being respected and valued. Children’s views should be listened to in cases of safeguarding.

 The implementation of school behaviour management policies.

 A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.

 Regular liaison with other professionals and agencies that support the students and their families.

 A commitment to develop productive and supportive relationships with parents and carers.

 The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Safeguarding situation.

* Through their engagement in the academy’s range of extra-curricular activities
* Through support from the boarding team who will, in the case of boarders, be acting in the role of houseparent during term time.

All students at Brymore Academy have access a team of Matrons for their personal medical needs. They can also see the school counsellor for support with personal and emotional issues. The staff may offer confidential advice and information other than if a child is at risk from any form of harm. In this circumstance they will report concerns to the designated lead teacher. Other staff are always available to talk to students including their mentor/tutor, teachers, Heads of Department and House and Senior Leaders.

**TRAINING AND SUPPORT**

The Headteacher, the senior designated people and the governing body attend training relevant to their role. All staff will receive training related to the Academy’s Safeguarding at induction. The whole staff will receive training which is regularly updated.

**PROFESSIONAL CONFIDENTIALITY**

No adult must ever guarantee confidentiality to any student. Staff should make students aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Any disclosure of personal information should only be carried out with the knowledge of the Headteacher or designated leads who will make decisions in line with LA guidance. When giving information to Social Services, the designated teacher will use the data kept on SIMS.

**RECORDS AND MONITORING**

Well-kept records are ***essential*** to good Safeguarding Practice. Brymore Academy is clear about the need to record any concerns held about a child or children within our academy, the status of such records and when these records should be passed over to other agencies.

Brymore Academy will:

Keep clear detailed written records of concerns about students.

Ensure all records are kept secure and in a locked location.

Ensure records are passed on to the receiving establishment if a student transfers.

Written notes/records indicating paperwork related to Safeguarding is held by the designated teacher.

A label is put on individual student files indicating that Safeguarding documentation is held by the designated lead person.

Safeguarding Records should be kept until the student is 25 years of age, then disposed of securely.

**ATTENDANCE AT SAFEGUARDING CONFERENCES**

If students become the subject of Safeguarding conferences the academy will be represented and share information about the child and family. Usually this will be in the form of a written report, the contents of which should be shared with parents/carers prior to the meeting.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that the academy will be required to provide information on children with whom there appear to be no direct concerns.

**SAFE ACADEMIES, SAFE STAFF (also see attached appendices)**

When recruiting staff and volunteers, due attention is given to safeguarding. Our procedures are contained with the Academy’s Safer Recruitment policy.

Brymore keeps a careful check on all visitors and guests whether their visit is by invitation or unsolicited. We acknowledge that the site is difficult to fully monitor because there are no continuous fences surrounding them, however, we have taken considerable actions to minimise risk and increased the safety of our students, for example, the installation of CCTV, an extended site team. We also liaise with the local police in the event of any concerns to students’ safety on site.

**BOARDING SCHOOLS, CHILDREN’S HOME AND HOST FAMILIES**

Brymore Acadmy has boarding provision and as such, will be particularly alert to children’s safeguarding in boarding time particularly in relation to peer relationships.

Children can be particularly vulnerable in residential settings. In reflection of that, there are additional requirements for boarding academies. These are set out in National Minimum Standards for boarding academies. The Academy must adhere to all relevant National Minimum Standards for boarding. Our designated Child Protection Lead also works in boarding ensuring that safeguarding is a key priority that runs through the day and evening.

**CHILDREN STAYING WITH HOST FAMILIES**

At the Acdaemy we sometimes allow boarding students, with parent consent, to make arrangements for the boarders to stay with a host family to which they are not related. For this to occur permission from both sets of parents/hosts will need to be obtained 24 hours in advance of the arrangement.

Where the Academy has not been involved in making the arrangement but a member of staff at the academy becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person’s home, they should raise this in the first instance with the Head of Boarding and he/she will advise the designated senior person for child protection if required.

**OFF-SITE PROVISION**

*When placing students with other Education Providers, Brymore Academy is responsible for checking that the provider has complied with required recruitment procedures and that individuals working with students are DBS checked. Within the provider contract, the manager of the provision should provide assurances, and sign the agreement that this requirement has been adhered to.*

Extended work experience placements provided for students will be checked for appropriate policies and procedures by the academy. It is not possible to organise DBS checks for all employees at work placements; students and parents/carers are briefed on this and no student is placed with only one adult. Where a private work experience arrangement is made by a family, the parents/carers take the responsibility for ensuring their child’s safety.

**PROCEDURES TO FOLLOW IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF**

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. In all instances the Headteacher must be informed. If the concern involves the Head then the Chair of Governors must be informed. In all situations the school County HR contact and the Local Authority Designated Officer for Allegations Management, must be informed (see appendices for contact details).

In the event of any dismissal for safeguarding concerns, the Disclosure and Barring Service (DBS) must be informed. If you receive a disclosure it is important to reassure the child that what he/she says will be taken very seriously and everything possible done to help. If you are in the room when a student begins to disclose concerns to another person, you should stay unobtrusively in the background. You may be able to support/witness what has been said if required.

**APPENDIX 1**

**PROPRIETY AND BEHAVIOUR**

All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work. There may be times, for example, when an adult’s behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour. Adults in contact with children and young people should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting. The behaviour of an adult’s partner or other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to children and young people in the workplace.

This means that adults **should not:**

• Ever allow or engage in inappropriate verbal or physical contact of any description.

• Have ‘favourites’ or single out troublemakers.

• Allow students or adults to engage in abusive activities such an initiation rites, ridiculing or bullying.

 Ever take a young person to their home. In any one-to-one situation that is not a clear and proper part of your work, you put yourself at risk of false allegations.

 Behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.

 Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

This means that adults **should:**

• Be adult role models for students: courteous, friendly and kind. No member of staff should make suggestive or discriminatory or other inappropriate comments.

• Respect students at all times regardless of their sex, ethnicity, disability or sexual orientation.

• Be firm and fair with students.

• Ensure that when working individually with a student, be mindful of safe working practices, (eg, where possible doors are left open), other staff are aware they are working on a one to one basis, and immediate help is available if needed.

• Wear identify badges. Visitors are issued with passes. Any adult without a badge will be challenged.

• Never trivialise child abuse issue.

 Be aware that behaviour in their personal lives may impact upon their work with children and young people.

 Follow any codes of conduct deemed appropriate by their organisation.

 Understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to continue to work with children and young people.

**COMMUNICATION WITH CHILDREN AND YOUNG PEOPLE**

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretations of their motives or any behaviour which could be constructed as grooming. They should not give their personal contact details to children and young people including e-mail, home or mobile telephone numbers. E-mail or text communications between an adult and a child/young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites. Internal e-mail systems should only be used in accordance with the organisation’s policy.

Staff are encouraged not to use social networking sites but if they do, they are informed that they must not accept students as “friends”. They should ensure that their privacy settings are always up to date. If staff are parents/carers of children attending The Castle Partnership Trust and are “friends” on their child’s site, they must report any conversations to the Safeguarding Lead Person which are of concern.

This means that the organisation **should:**

 Have a communication policy which specifies acceptable and permissible modes of communication.

This means that adults **should:**

 Not give their personal contact details to children and young people, including their mobile telephone number and details of any blogs or personal websites.

 Only use equipment, eg mobile phones, provided by the organisation to communicate with children, making sure that parents/carers have given permission for this form of communication to be used. *Boarding staff, namely houseparents, will use text messages to get key information to boys in boarding time when they are not in the boarding house?*

 Only make contact with children for professional reasons and in accordance with any organisation policy.

 Recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible.

 Not use internet or web-based communication channels to send personal messages to a child/young person.

 Ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set a maximum.

**TRANSPORTING CHILDREN AND YOUNG PEOPLE**

There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

It is a legal requirement that all passengers should wear seatbelts and it is the responsibility of the staff member to ensure that this requirement is met. Adults should also be aware of current legislation and adhere to the use of car seats for younger children. Where adults transport children in a vehicle which requires a specialist licence/insurance, eg PCV or LGV – staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.

There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

This means that all organisations **should:**

 Have appropriate policies for transporting children and young people.

This means that adults **should:**

 Ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive.

 Be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer.

 Record details of the journey in accordance with agreed procedures.

 Ensure that their behaviour is appropriate at all times.

 Ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven.

 Ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.

 Ensure they have permission from the parent/carer and Headteacher.

**PHOTOGRAPHY AND DIGITAL MEDIA**

Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well being of children and young people. Informed written consent from parents/carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose. Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them. Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

This means that adults **should:**

 Be clear about the purpose of the activity and about what will happen to the images when the activity is concluded.

 Be able to justify images of children in their possession.

 Avoid making images in one to one situations or which show a single child with no surrounding context.

 Ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.

 Only use equipment provided or authorised by the organisation.

 Report any concerns about an inappropriate or intrusive photographs found.

 Always ensure they have parental permission to take and/or display photographs.

 Full names of children should not be attached to photographs for display beyond the school.

This means that adults **should not:**

 Display or distribute images of children unless they have consent to do so from parents/carers.

 Use images which may cause distress.

 Upload images of children for personal use.

 Take images “in secret” or taking images in situations that may be construed as being secretive.

**APPENDIX 2**

**RESTRICTIVE PHYSICAL INTERVENTION**

**KEY POINTS**

Brymore Academy believe that students need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of students only, will the use of physical intervention be needed, and, on such occasions, acceptable forms of intervention are used. The use of force should, whenever possible, be avoided. However, there are occasions when the use of force is appropriate. When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

All adult staff are authorised by the Headteacher to have control of students but no member of staff will be required to use Restrictive Physical Intervention. The number of incidents of Restrictive Physical Intervention will be rare. If a member of staff finds himself/herself in a situation where they are potentially going to use Restrictive Physical Intervention, if it is possible then the student should be warned that such restrictive physical intervention will be used, and that it is aimed at helping the student rather than as a punishment.

Staff will use the minimum force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows:-

 Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions

 Staff will only use it when there are good grounds for believing that immediate action is necessary and in the student’s and/or other student’s best interests

 Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion, and the student will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour

 Only the minimum force necessary will be used to prevent severe distress, injury or damage

 Every effort will be made to secure the presence of other staff

 As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the student to gain self-control

 Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable

If a student is identified for whom it is felt that Restrictive Physical Intervention is likely, a Positive Handling Plan will be established by the student’s Head of House or houseparent, together with link SLT. The potential for the use of this strategy will be explained to the student in a calm situation.

All incidents of Restrictive Physical Intervention must be reported to a member of the SLT.

**Ten Top Tips:**

1. All adult staff are authorised by the Headteacher to have control of students but no member of staff will be required to use restrictive physical intervention.

2. Avoid force wherever possible.

3. Avoid escalating the situation at all costs.

4. Restrictive physical intervention should be the last resort if a student may hurt themselves or others.

5. Where possible secure the presence of another member of staff.

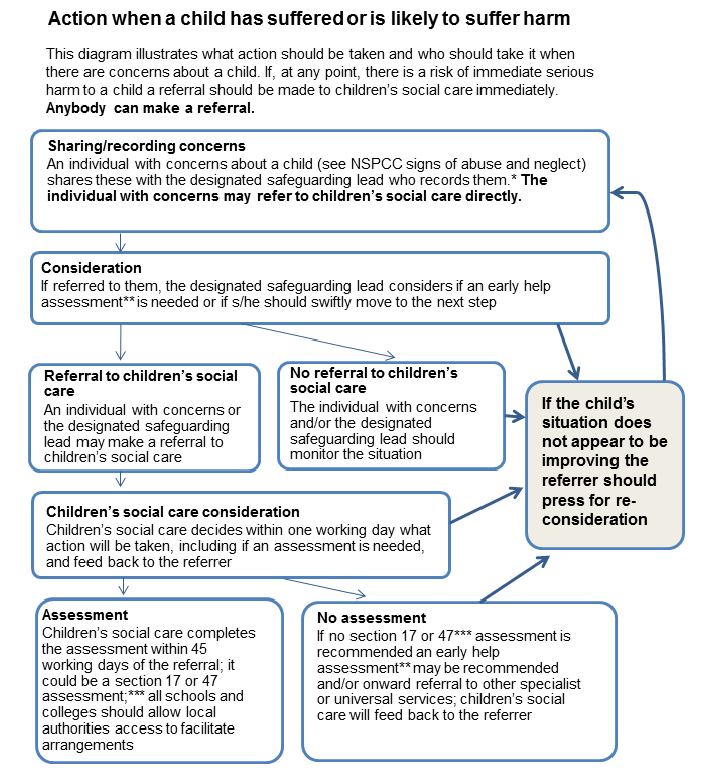
6. If possible explain to the student that you will need to restrain them to stop them hurting themselves or others. Emphasise that it is to help them not punish them

7. Use minimum force to restore safety and prevent injury.

8. Never use restrictive physical intervention to force compliance with instructions. It is an act of care and control not punishment

9. Stop restrictive physical intervention as soon as possible to allow the student to gain self-control

10. Any incident must be reported to a member of SLT as soon as possible after the event

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**APPENDIX 3**

**APPENDIX 4**

**KEY PEOPLE**

**Brymore Academy:**

Designated Lead: Mrs Jeannie Lillywhite

Deputy Designated Lead: Mrs Samantha Austin

**Other staff trained to Level 1:**

Mrs Nicola Anstice (Assistant Head and SENCo)

Mr Robert Watts (Head of Boarding)

Miss Lisa Gardner (Houseparent)

**Local Authority Designated Officer (LADO):** Mim Cartwright

MCartwright@somerset.gov.uk 01823 357727

01823 357868

**Somerset Direct:** Children's Social Care 0845 345 9122

Email [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk);

This policy should be read in conjunction with other related policies/procedures, including:

1. Safer Recruitment Policy.

2. Behaviour Policy.

3. Anti-bullying Policy.

4. Health & Safety Policy.

5. Whistleblowing Policy.

6. SEN Policy.

**APPENDIX 5**

**DESCRIPTIONS OF CATEGORIES OF ABUSE**

 child sexual exploitation (CSE)

Child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

 bullying including cyberbullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’.

 domestic violence

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

 psychological

 physical

 sexual

 financial

 emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

 drugs

This includes the use and abuse of illegal substances as well as alcohol, tobacco and illegal highs.

 fabricated or induced illness

There are several ways of the carer fabricating or inducing illness in a child. This list is not exhaustive and should be interpreted with an awareness of cultural behaviours and practices which can be mistakenly construed as abnormal behaviours:

• deliberately inducing symptoms in children by administering medication or other substances, by means of intentional transient airways obstruction or by interfering with the child’s body so as to cause physical signs.

• interfering with treatments by over dosing with medication, not administering them or interfering with medical equipment such as infusion lines;

• claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems;

• exaggerating symptoms which are unverifiable unless observed directly, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore are harmful and possibly dangerous;

• obtaining specialist treatments or equipment for children who do not require them;

• alleging psychological illness in a child.

 faith abuse

This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

 female genital mutilation (FGM)

FGM involves procedures that include the

partial or total removal of the external female genital organs for cultural or other

non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is illegal in the UK.

 forced marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they’re bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

 gangs and youth violence

This is often behaviour out of school, but schools should be aware of issues of violence within their communities which may have consequences for behaviour in school, such as fights, knife carrying. Schools should take positive steps to tackle aggressive behaviours and violence.

 gender-based violence/violence against women and girls (VAWG)

Domestic abuse, rape, sexual assault and crimes such as stalking. Schools should deliver PHSE for developing students‟ understanding of respectful relationships and their awareness of preventing violence against women and girls.

 mental health

There are indications that some problems are becoming more prevalent among young people: for example, more young people have behavioural and emotional problems. The incidence of mental health problems – including in young people – can increase in times of economic and employment uncertainty, as can the rate of suicide.

 private fostering

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child’s family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

 radicalisation

To reduce the risk from terrorism the Government aims not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of CONTEST, the Government’s strategy for countering international terrorism.

All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The response to this threat is the *Prevent* strategy which was revised in June 2011. The aim of *Prevent* is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions.

Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the revised *Prevent* strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement.

 sexting

The sending of indecent images via digital media, whether requested or not by the recipient.

 teenage relationship abuse

Including physical, sexual and emotional abuse

**Most commonly reported forms of emotional abuse, irrespective of gender, were ‘being made fun of’ and ‘constantly being checked up on by partner’.**

 trafficking

Trafficking of persons means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation includes, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.