

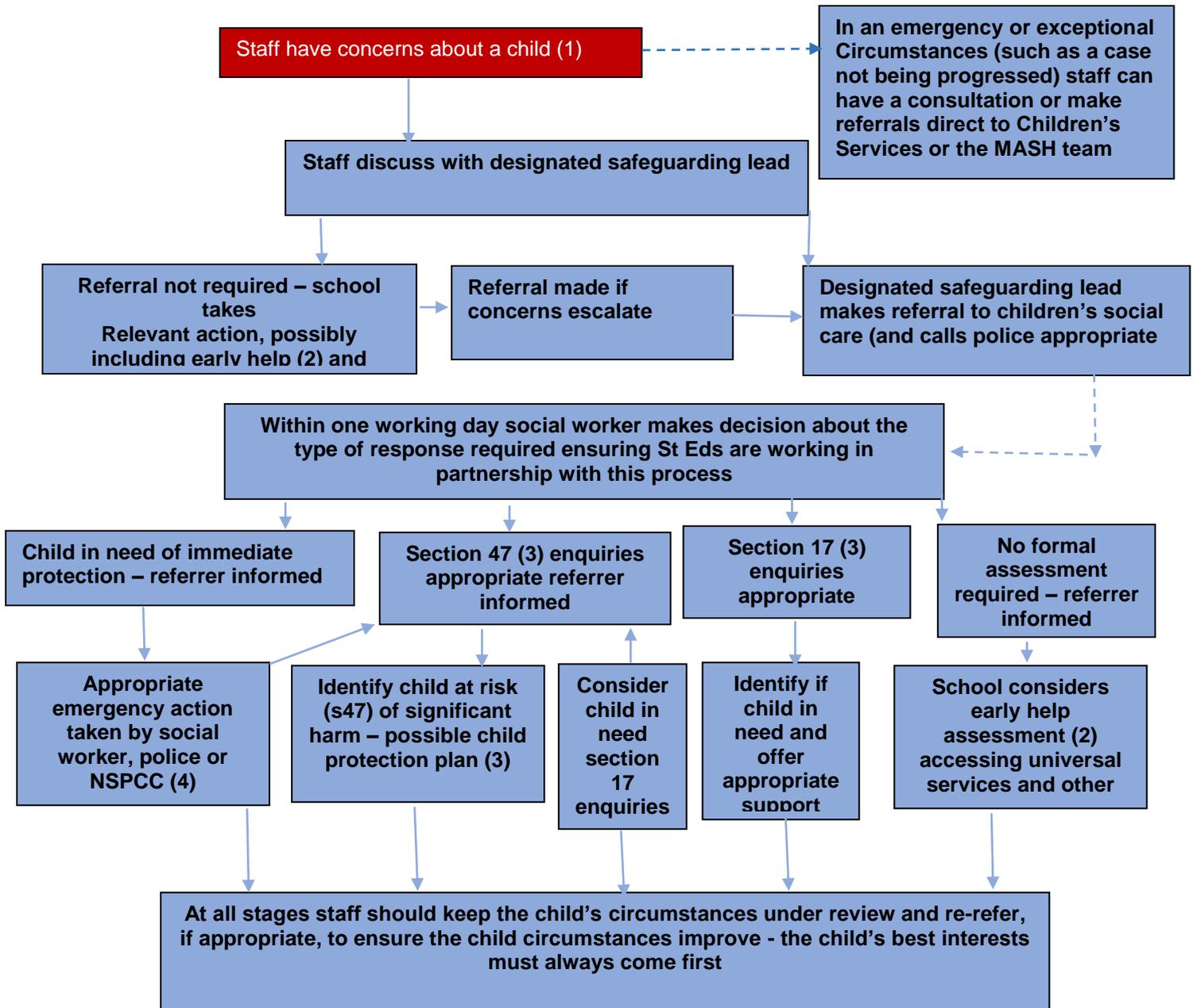


**SAFEGUARDING  
AND CHILD  
PROTECTION  
POLICY**

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## ACTIONS WHEN THERE ARE CONCERNS ABOUT A CHILD



1. In cases which also involve an allegation of abuse against a staff member, see Part 4 of this guidance
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help an early help inter-agency assessment should be arranged. Chapter one of the Working together to Safeguard children provides detailed advice on early help process
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm – full details in Chapter One of working together to safeguard children
4. This could include applying for an Emergency Protection Order (EPO)

## **1. AIM**

- 1.1 The purpose of St Edmund's Society's Safeguarding Policy (and Child Protection Policy) is to ensure every child at our organisation is safe and protected from harm. This means we will always work to:
- Protect our children and young people from maltreatment
  - Prevent impairment of our children's and young people's health or development
  - Ensure that our children and young people grow up in circumstances consistent with the provision of safe and effective care
  - Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.
- 1.2 This policy will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our organisation.

## **2. INTRODUCTION**

- 2.1 Our organisation fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children. The elements of our policy are prevention, protection and support. We refer to the Keeping Children Safe in Education 2016  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 2.2 Our policy applies to all children, volunteers, visitors and staff.

## **3. OUR ETHOS**

- 3.1 Our organisation will establish and maintain an ethos where our children feel secure, are encouraged to talk, are listened to and are safe. Children will be able to talk freely to any member of staff or regular visitor to our organisation if they are worried or concerned about something.
- 3.2 All staff, volunteers and regular visitors will, either through training or induction, know how to recognise a disclosure from a child and will know how to manage this. We will not make promises to any child and we will not keep secrets. Every child will know what their chosen adult will have to do with whatever they have been told.
- 3.3 We will provide activities and opportunities that will equip our children with the skills they need to stay safe.

- Our on-site Welfare Support Officer (Qualified Social Worker) is available to assess and work in partnership with all agencies when dealing with any safeguarding issue or identified concern.

3.4 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

#### **4. STEPS TO SAFER RECRUITMENT POLICY**

**All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children and young people are competent, confident and safe to do so.**

4.1 Defining the Role: We will consider the tasks and skills necessary for the job or voluntary position and what kind of person is most suited to the job.

4.2 Selection Criteria: We will decide how the person should behave with children and what attitudes we want to see.

We will develop a list of essential and desirable qualifications, skills and experience and select people against this.

4.3 Recruitment Publicity: We will circulate all vacancies widely, for example, by putting them on notice boards in shops or the local library. We will ensure any advert contains a commitment to safer recruitment and safeguarding children.

4.4 Written Application Form: We will insist on a written application form. This should include personal details such as name, past names, past and current work/volunteering experience. It should also include explanation of all gaps in employment. Application should also provide current and recent addresses for the past 5 years.

4.5 Written Declaration: We will ask for a statement in writing that they have no past or current convictions, cautions or bind-overs and no pending court cases.

4.6 Identification: We will ask for photographic documentation to confirm identity, such as passport or driving licence and a utility bill that contains their address.

4.7 Qualifications: We will ask to see original documents.

4.8 Interview: We will interview face to face, preferably with at least two representatives from the group or organisation. We will discuss with the applicant information contained in their form and to explore their attitudes towards working with children. This also provides an opportunity to discuss our child protection policy and to ensure that the applicant has the ability and commitment to meet the standards required.

We will talk about the application including:

- Areas in which you want to know more details
- Gaps in employment history
- Vague statements or unfamiliar qualifications
- Frequent changes of employment
- What their motives are for wanting to work with children

4.9 References: Two written references must be obtained, where possible to include current or most recent employer.

4.10 DBS Checks: We will always gain enhanced DBS disclosures as appropriate to the role. When the results of the DBS check and all recruitment checks have been completed and we are satisfied the applicant is suitable for the role we will allow the staff member/volunteer to have contact with the children.

**Our aim is**

## **5. PROCEDURES**

5.1 When new staff, volunteers or regular visitors join our organisation they will be informed of the safeguarding arrangements in place. They will be given a copy of our organisation's safeguarding policy and told who our Designated Child Protection Officer for Safeguarding is. They will also be shown the recording format (as recommended in the Safer Pack by Norfolk Safeguarding Children's Board), given information on how to complete it and who to pass it to.

5.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding training through the Safer Programme relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children and the remit of the role of the Designated Child Protection Officer.

5.3. All regular visitors and volunteers to our organisation will be told where our policy is kept, they will be given a set of safeguarding procedures, they will be told who our Designated Child Protection Officer and alternate staff members are and what the recording and reporting system is.

5.4 All parents and carers will be asked to sign a distribution list confirming they have seen and read our safeguarding policy. Parents and carers will be

informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

- 5.5 Parents will sign a consent form at the start of their child's involvement with the organisation, which includes any vital health or otherwise notable information. It also requests permission for photographs to be taken for promotional purposes only.

## **6. TRAINING**

- 6.1 Every member of staff will undertake appropriate safeguarding training through the Safer Programme every three years.
- 6.2 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. This can be accessed on [www.nscb.norfolk.gov.uk](http://www.nscb.norfolk.gov.uk).
- 6.3 The Designated Officer should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our organisation.

## **7. SAFE STAFF**

- 7.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- 7.2 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for our children. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 7.3 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 7.4 We will take all possible steps to safeguard our children and to ensure that the adults in our organisation are safe to work with our children. We will

always ensure that the Norfolk Safeguarding Children's Board protocol 8.3 *Allegations Against Persons who Work with Children* is adhered to.

- 7.5 All adults who come into contact with children will be made aware of the steps that will be taken if an allegation is made. We will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01603 223473. Referrals are made in line with the procedure on [www.norfolkscb.org](http://www.norfolkscb.org).
- 7.6 Staff will not investigate these matters. We will seek and work with the advice that is provided. Should an allegation be made against the Designated Child Protection Officer or Deputy, this will be reported by the staff member or volunteer raising the concern who will liaise with the LADO.
- 7.7 There are sensible steps that every adult should take in their daily professional conduct with children. This can be found in the *Safer Programme Safer Working Practice* – this guidance is on the NSCB website and also in this pack.

## **8. RECORDS AND MONITORING**

### PREVENT –

From 1 July 2015 all schools, registered early years childcare providers<sup>2</sup> and registered later years childcare providers<sup>3</sup> (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

In order for St Eds to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. Here at St Eds we endeavour to provide a safe

space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The Prevent duty is entirely consistent with St Eds safeguarding policy and existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism.

### **Mark Anderson and Paul Selby – On-site PREVENT Designated Officers.**

- 8.1 If we are concerned about the welfare or safety of any child all adults in our organisation we will record their concern on the agreed report form and give this to the Designated Child Protection Officer/ On-site Social Worker.
- 8.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's file. These files will be the responsibility of the Designated Child Protection Officer and information will only be shared within the organisation on a need to know basis for the protection of the child.
- 8.3 Any safeguarding information will be kept in the file and will be added to. Copies of referrals will be stored in the file.
- 8.4 Reports of a concern to the Designated Child Protection Officer must be made in writing and signed and dated by the person with the concern.
- 8.5 Concerns should be discussed with the parent or carer and where possible, their permission should be sought before making a referral to Children's services unless this places the child at increased risk of harm. All cases of alleged sexual abuse must be referred directly to Social Services or the Police.
- 8.6 When making the referral, confirm it in writing. At the end of any discussion you should be clear about who is taking what action or that no further action is required

Record details of any decision and/or action. You should not discuss your suspicions or allegations with anyone other than the people named in the box at the beginning of this policy.

Any sharing of confidential information with any other person in relation to safeguarding children may only be undertaken with the expressed permission of

the parent, **except where it is considered necessary to the welfare and protection of the child/young person.**

No member of staff or group member should **ever** promise to keep confidential to a child where there are safety concerns. This can result in colluding with the secrecy, which often surrounds abuse.

If an allegation is made against a tutor, in the first instance this should be reported to the Skills Centre Manager. If an allegation is made against the Skills Centre Manager or Admin staff, then this would be reported to the CEO.

- 1) Where there are suspicions that a young person may be/have been abused, the Skills Centre Manager/CEO should ensure that he/she has gathered and ascertained the basic facts and ensure the person is aware of the actions they are about to taken.
- 2) Social Service should be contacted or one of the other statutory agencies listed on the header page.
- 3) Where the abuse is identified as an issue at the initial request stage, this will require an urgent response to determine the level and degree of risk, the procedures will identify time scales and procedures.
- 4) In cases of suspected/alleged abuse investigation must always be carried out promptly.
- 5) Outcomes will need to be shared with those involved in supporting the young person in order that the support package can be adjusted accordingly.

Following an assessment of the risk of the young person concerned it will be necessary to determine how best to meet their needs.

The seriousness and complexity of the case will determine whether or not it is appropriate to bring together those concerned in order to provide an opportunity to exchange information, evaluate risk and plan together. This should include the young person, support worker (where applicable) and if appropriate.

It is vitally important that we respect the wishes of the young person in dealing with the suspected/alleged abuse.

## **9. ROLES AND RESPONSIBILITIES**

- 9.1 Our Designated Child Protection Officer will liaise with Children's Services and other agencies where necessary, and make referrals to Children's Services.
- 9.2 Any concern for a child's safety or welfare will be recorded in writing and given to the Designated Child Protection Officer who will be responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow.
- 9.3 The Designated Child Protection Officer will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and if necessary have been trained by the Safer Programme.
- 9.4 The Designated Child Protection Officer will ensure that our safeguarding policy is in place and is reviewed annually. The content of our policy has been written following consultation with the Safer Programme.
- 9.5 At all times the Designated Child Protection Officer will ensure that safer recruitment practices are followed.
- 9.6 Safer procedures ensure our recruitment practices are safe and compliant with statutory requirements.
- 9.7 We require evidence of any qualifications staff or volunteers hold. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake enhanced Disclosure & Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will use the recruitment and selection process to deter and reject unsuitable candidates.
- 9.8 Our organisation undertakes to remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

## **10. WHAT IS ABUSE AND NEGLECT?**

- 10.1 Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

### Physical abuse

Physical abuse 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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 cyber-bullying), 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, though it may occur alone.

### Sexual abuse

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

Neglect is 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.

#### Signs Of Abuse:

There is a wide and varied range of indicators of possible abuse, including obvious ones such as direct observations or reports, admission, expressions of fear that abuse might happen, reports of concern from others. While there are no unmistakable signs of abuse the following are examples of material, psychological and physical changes that suggest cause for alertness and possible concerns:

- a) Evidence of unreported injuries or injuries suggesting a possible non accidental cause
- b) Explanations that are incompatible with injuries presented or where conflicting explanations are given
- c) A history of persistent illness, infection or injury
- d) The inappropriate use of medication
- e) Possessions or money going missing; insufficient funds
- f) Property being sold without the owner's consent or understanding
- g) Uncharacteristically withdrawn behaviour, without apparent reason
- h) A person found alone and at risk without adequate explanation
- i) A time lapse between injury or illness and seeking medical or other care
- j) Abrupt or frequent changes of doctor
- k) Unexplained weight loss or uncharacteristic comfort eating
- l) Uncharacteristically untidy appearance; personal items missing

- m) Repeated difficulty in getting to see someone or in speaking to a person alone
- n) Avoidance, including regularly missed appointments, refusal of help etc
- o) Evidence of alcohol or other substance or other signs of stress
- p) History of previous abuse or violence in the family
- q) Unexplained pain, itching, infection or injury in the genital, anal or abdominal areas or torn, stained or bloody underclothing

*Always seek advice if you have any concerns*

### Procedures for Handling Disclosures

A child or young person may decide to disclose information that may indicate they are suffering from abuse or neglect. A child or young person chooses to speak to an adult because they feel that they will listen and that they can trust them. The adult needs to listen to what the child has to say, and be very careful not to 'lead' the child or young person or influence in any way in what they say. Refer to the Threshold Guide on the website <http://www.norfolkscb.org/people-working-with-children/threshold-guide>

It is important that the adult remembers to:

- Stay Calm
- Listen and be supportive
- Not ask any leading questions, interrogate the child or young person, or put ideas in the child or young person's head, or jump to conclusions.
- Not stop or interrupt a child who is recalling significant events
- Never promise the child confidentiality – it must be explained that information will need to be passed on to help keep them safe
- Avoid criticising the alleged perpetrator
- Tell the child what must be done next (the safeguarding process must be followed)
- Record what was said immediately as close to what was said as possible. Also record what was happening immediately before the child or young person disclosed. Be sure to sign and date the record in ink
- Contact the designated person immediately
- Seek support

We are clear that the Local Authority and Police must lead any investigation in to any allegation regarding safeguarding.

Child protection and safeguarding referrals should be made to the Multi Agency Safeguarding Hub and followed up in writing, preferably on an NSCB1 within 24 hours.

Telephone 0344 8008020. Ask for the MASH

Referral forms sent to :-

- Email [mash@norfolk.gcsx.gov.uk](mailto:mash@norfolk.gcsx.gov.uk)
- Fax: 01603 762445
- Post: The MASH Team Manager, Floor 5 Vantage House, Fisher's Lane, Norwich NR2 1ET

For specialist Police advice you can contact the Duty Detective Sergeant within the MASH.

Email: [MASHSupervisors@norfolk.pnn.police.uk](mailto:MASHSupervisors@norfolk.pnn.police.uk)

Call: Direct Dial 01603 27(6151)

If we are unsure whether to make a referral we can request a professional consultation via the MASH on 0344 8008020. This can be anonymous on the part of the child or family to establish the level of concern and any action advised from the MASH.

## **11. OTHER RELEVANT GUIDANCE AND LEGISLATION**

11.1 To underpin the values and ethos of our organisation and our intent to ensure our children/young people are appropriately safeguarded the following policies are also included under our safeguarding umbrella;

- Bullying
- Safer Working Practice
- Code of Conduct
- Confidentiality
- Health and Safety
- Whistle Blowing
- Complaints
- First aid
- Off-Site Activities
- Exclusion/Sent Home Policy

Working Together 2015

What to do if You're Worried a Child is Being Abused? 2015

Children Act 2004  
Children Act 1989  
Framework for the Assessment of Children in Need and their Families

**12. The NAMED DESIGNATED CHILD PROTECTION OFFICER is *required to review this policy annually***

12.1 For year 2015/16 the following designated staff are in post;

DESIGNATED OFFICER – Lorraine Bliss  
☎ 01603 622035/07850 031255

DEPUTY DESIGNATED OFFICER – Tara Bliss-Appleton  
☎ 01603 622035/07714246857

PREVENT DESIGNATED OFFICER – Mark Anderson & Paul Selby  
☎ 01603622035

**13. POLICY REVIEW**

13.1 This policy will be reviewed on 5th January 2017.

**13. NORFOLK USEFUL CONTACTS**

Children's Services 24 hours	<b>0344 800 8014 /8020</b>
Norfolk MASH	<b>0344 800 8020</b>
Norfolk Police	<b>101</b>
In an emergency please call	<b>999</b>
Local Authority Designated Officers (LADO) Team <b>01603 223473</b> Always someone available during normal working hours Norfolk Safeguarding Children Board (NSCB) Policies & Procedures <a href="http://www.lscb.norfolk.gov.uk">www.lscb.norfolk.gov.uk</a>	



## **APPEAL PROCEDURE**

**The Disciplinary Procedure will never be invoked lightly, and you will have been given every opportunity to state your case. However if you feel that you have been unfairly or unreasonably treated or are dissatisfied with any decision made, you have the right to appeal.**

Your intention to appeal, together with the grounds on which the appeal is made, should be notified in writing to the Chairperson of the Trustees, within 5 working days of receipt of the letter confirming the disciplinary action taken against you. (Please note that there is no automatic right of appeal against verbal warnings).

The Chairperson of the Trustees or another member of the Trustees appointed by the Chairperson in his or her stead will normally hear the Appeal. It is the right of the person hearing the appeal to involve any other persons or the Trustees, as he or she may feel advisable to assist them in their deliberation.

The Hearing will be held as soon as practically possible after receipt of your appeal, which will always be acknowledged. A written note of proceedings will be taken and a copy of the note will be given to you and retained on your personnel file.

The Chairperson (or deputy) may either ratify the decision taken or substitute alternative action, depending on their findings. The decision will then be communicated to you in writing and retained on your personnel file.

The decision taken will be final as there are no further stages of appeal.

### **Note**

You are entitled to have a colleague, friend or Trade Union representative present at any stage of the procedure. The role of this person is to act as your witness or to speak on your behalf (whichever you prefer) but not to answer questions directed to you.

You are also reminded that failure to exhaust internal appeal procedures may have an adverse effect on an application to the Employment Tribunal.



# Behaviour and Welfare Policy

2017

## Context

St-Eds is a thriving Vocational Education Service that delivers a range of training including Construction, Catering, Nail Technology, Functional Skills, Employability and Motorcycle Maintenance to young people aged between 14 and 25. We draw our clients from a wide range of full time and part time educational establishments. These establishments vary from mainstream schools through to short stay schools within Norfolk and occasionally from Children's Services. We also work on an individual basis with Youth Offending Teams. We are currently contracted to work with a higher number of young people during the academic year than in the past.

The group size is restricted as far as possible to a 10-1 ratio and due to the nature of the service, this should never rise to a level that is unmanageable or unsafe.

The reputation of St-Eds is built upon measured and controlled integration and the presentation of a safe, secure, happy and healthy learning environment. All training workshops are designed to offer the very best and brightest facilities and are recognised as an example of good practice on behalf of our awarding bodies and clients.

## The Young People

Our Young People come to us from a range of very different backgrounds. Some enjoy full support from a stable home situation whilst some are from a less supportive background. We have some attendees from Local Authority Care, and some with moderate learning abilities. The vast numbers of our young people have learning difficulties of some kind which will affect their learning and attitude to learning. We have many attendees that have a statement of educational needs, some that suffer from behavioural problems and many that have problems completing literacy and numerical work. Some are referred to us by their school and some choose to attend as an option offered by their school. St-Eds is for many of our young people, the first experience and therefore the first step on the ladder from full time education to the world of work. One of our first aims with the young people is to develop their maturity levels so that they can learn new skills, and to explain the importance of health and safety in a working environment.

It must be remembered that all of the above factors, will have a bearing on their behaviour whilst they are with us.

## The Training Environment

It is our responsibility to create an environment which ensures that all of our young people feel safe and enjoy and achieve whilst attending St-Eds. Striking the right balance between friend and mentor, will enable us to gain their trust and set up a healthy working relationship whilst they are with us. The interaction between staff and young people using social media such as facebook is not tolerated and is deemed as gross misconduct.

The training / working environment is a crucial factor in managing and controlling behaviour, and will have a bearing on how young people work together on any given day.

Oak Street is primarily set up to give young people an idea of real work experience in their relevant industry. The young people will be taking part in many practical activities normally recognised within a construction setting. This requires us to keep a vigilant eye on their behaviour during training periods. The workshops have been designed to allow all attendees enough space to carry out their work comfortably and safely. The environment should be kept bright, clean and tidy fostering a sense of safety awareness, pride and achievement to all who enter. Instructors / assessors should wherever possible, position themselves so that they can see, and be seen by all present in the workshops, and have the responsibility of controlling movement through the workshops whilst training / assessment is being undertaken.

## Behaviour Management

To enable the management of the young people's behaviour we must first apply some simple but effective models of professionalism fundamental to the services' very ethos. The very ethos of the project should encourage positive behaviour and achievement, and keep incidents to a minimum.

- 1) All staff should act as role models. Teaching by example is the best practice to ensure that all our young people have experienced or witnessed respect and effective communication skills. It is imperative that our young people learn how to communicate effectively through our example, and are treated with the respect that we ourselves expect from them, as well as each other. It is recognised that the way young people relate to each other is often the cause of much friction and could be the pre-cursor to a major incident. It is our responsibility to ensure that they treat each other with respect whilst working in our workshops to ensure a healthy environment.
- 2) To remain non-judgemental. We should remember that many of our attendees may be judged by different standards by their parental figures, and therefore have standards that we don't always agree with or recognise. It is important that we remember that this is not their fault. We should help them understand why some behaviours are unacceptable and show them a different route. It is also our responsibility to explain to them what may happen if they display these behaviours in different circumstances outside of the education spectrum, especially in a working environment, further encouraging the desired change in behaviour.
- 3) To be consistent in all dealings with the young people. Our sanctions should show a level of consistency and should always relate to the specific behaviour. It is also important that all the young people recognise that they are all working under the same rules, and that we do not put ourselves in the position where a young person can accuse us, or mistake any of our actions as favouritism.

- 4) To listen and then react. Through listening:
  - We show respect
  - Gain insight.
  - Promote understanding.
  - Gain trust.
  - We may be able to react to avert any problems before they start.
- 5) To remain calm and not shout. We should remember that we are the adults and therefore the role models. We should always present a calm thoughtful front whilst dealing with tough situations no matter how difficult this may be at times. We should explain clearly how the young person can achieve more by staying calm and discussing problems rather than shouting. We should encourage this behaviour in the young people and praise such behaviour when presented. All young people should be allowed time out to calm down when appropriate to benefit the situation. Time out cards can be issued in particular cases where appropriate.
- 6) To encourage with positive praise fostering a growth in self-esteem. We must remember that most of the negative behaviour we witness is due to frustration and a lack of self-esteem. Any positive encouragement we can provide, no matter how small (but not patronising), will cultivate positive behaviour and achievement. We have evidenced in the past how young people grow in maturity as they achieve, and how this can enact a positive change in their behaviour to both staff and fellow students.
- 7) Clear and concise rules. Due to the very nature of the young people we work with, their age, and the industry we serve, we must provide very clear boundaries of acceptable behaviour for everyone's safety at St-Eds. These must be both justifiable and fair and must be clearly explained during their induction on the very first day at St-Eds and upon entry to each of the work areas. There is a space in the induction programme where young people sign to agree their acceptance.
- 8) Sanctions should be fair and apt for the behaviour presented. We must ensure that any sanctions we give are appropriate for the behaviour presented and are issued so that the young person may learn from the experience and grow rather than just receive a punishment. We must ensure that the young person understands fully why the sanction was given and what changes they need to make to alter the situation. We must also ensure that they recognise their responsibility in the situation if we are to expect the change required.

## Unacceptable Behaviour

There are some rules in particular that are in place and must be observed at all times:

- All young people must show respect to staff and fellow students at all times.
- All young people must be ready and prepared to learn in their areas by 9:30 AM
- All young people must wear correct PPE for their chosen course.

Unacceptable behaviour is judged using three distinctions. (The 3 D's.)

1) **Dangerous**

Dangerous behaviour is any incident that will cause an immediate halt of training in any area, or the reporting of an incident deemed serious enough to cause the termination of an individual's training contract. For example:

- Fighting or the threat of violence towards staff or another student.
- Verbal or racial abuse, to a member of staff or another student.
- Harassment (e.g. racial/ sexual)
- The throwing of any objects in the training area.
- Working under the effects of an illegal substance.
- Refusing to wear correct PPE.
- Unacceptable behaviour causing a nuisance to our neighbours.

2) **Destructive**

Destructive behaviour is any behaviour that may cause damage to another young person's work or the fabric of the building, or may lead to a safety issue. For example:

- Causing damage to or destroying another young person's work.
- Causing damage to any equipment placed for everyone's safety (fire extinguishers alarms etc.)
- Causing damage to any tools or equipment
- Causing damage to the building
- Tagging or the use of graffiti
- Constant spitting
- Littering

3) **Disruptive**

Disruptive behaviour is any behaviour that may stop other young people from learning, or cause an assessor / instructor to stop work, or stop an assessment. For example:

- Leaving a lesson
- Arriving late back from any break
- Unreasonable movement through training areas.
- Leaving site without permission

## Sanctions

To offer young people the feeling of being within a real working environment, we try where possible to use sanctions as they would be in the world of work. We take time to explain what would be the consequences in a work situation to their colleagues, the company, the programme and themselves. This way we feel that sanctions can be used as a valuable and positive learning tool.

St-Eds operate **three** recognised forms of sanction. These have been agreed with our Contract Holders (schools etc) without whose support St-Eds could not operate effectively. All sanctions are preceded by a full investigation in to the incident where necessary and a telephone call to the responsible person, referrer and followed up with a full incident report or letter where applicable by the end of the day. On some occasions, a meeting will be held between the Skills Centre Manager, Referrer/ workplace learning co-ordinator and a parent / guardian before re-integration.

1) **Warning System**

Staff must issue students with a verbal warning for low level disruption or unacceptable behaviour before issuing a formal warning. Formal warnings are classified as either yellow or red. A yellow warning is issued to a student when they present a medium level of unacceptable behaviour across the three D's listed above. Red warnings cover high level disruption and dangerous behaviour across the three D's.

Students have until the end of the day to redeem themselves after receiving a yellow warning. Staff may draft a yellow warning to a student and allow them until the end of the day to redeem their behaviour in order to remove the potential yellow warning. This is used as an incentive to improve their behaviour and to help them maintain a positive attitude. It also allows students to redeem themselves after exhibiting impulsive and unexpected behaviour. At the end of the day, yellow warnings must be agreed with students and processed on their files. A student cannot redeem themselves after receiving a red warning and a red warning automatically entails a fixed term exclusion or permanent exclusion depending on the particular behaviour shown.

Examples of behaviour which would lead to a Yellow Warning being issued:

- Refusing to wear correct PPE.
- Unacceptable behaviour causing a nuisance to our neighbours.
- Littering
- Arriving late back from any break
- Unreasonable movement through training areas.

Examples of behaviour which would lead to a Red Warning being issued:

- Fighting or the threat of violence towards staff or another student.
- Verbal or racial abuse, to a member of staff or another student.
- Harassment (e.g. racial/ sexual)
- The throwing of any objects in the training area.
- Working under the effects of an illegal substance.
- Causing damage to or destroying another young person's work.
- Causing damage to any equipment placed for everyone's safety (fire extinguishers alarms etc.)
- Causing damage to any tools or equipment
- Causing damage to the building
- Jumping over the building's walls
- Leaving site without permission

2) Fixed Term Exclusion

A young person will be suspended for 1 day (depending on the contract) for receiving 3 yellow warnings or 1 red warning during any one term.

3) Permanent Exclusion

This will be used when a young person has behaved unacceptably to the extent that the student may have their contract of training terminated. In some cases, this may be effective immediately after the incident. We may also use this sanction if agreement has been reached with the Contract Holder where consistent destructiveness or disruption has taken place and the young person has not heeded previous warnings.

## Recording Incidents and Sanctions

The service records incidents that require sanctions and these are logged on the young person's individual file. Upon a young person receiving an exclusion, their parent/ guardian will be notified along with their referring agency (e.g. short stay school). A Significant Incident Form will be completed and sent to their referring agency. Their parent/ guardian will also receive a formal letter for their own records. A re-integration meeting will then be arranged following the young person's return to St- Eds and this is held by St- Eds to discuss the behaviour of the student with their parent/ guardian, referring agency (if possible) and the young person themselves. The student will also be required to sign a behaviour management contract which is uniquely devised in order to combat the student's specific behavioural issues.

The young person is not allowed to commence their learning unless this meeting has taken place and they have agreed to the terms of their individual behaviour contract. The breaking of a behaviour contract may result in the immediate termination of the young person's Training Contract.

## Mitigation

In the interest of both fairness and consistency any young person falling foul of the above sanctions will be given the opportunity to explain their behaviour and make a case for appeal against any decision made affecting their training.

The Skills Centre Manager will give all parties the opportunity to state their case as part of a full investigation into the incident before a decision is made.

Once a decision is made, the Manager may agree to meet with the young person, their parents or guardian, and a staff member to fully discuss the decision and explain why it was taken.

## Review

This Policy will be reviewed annually in line with the Organisations Core Standards.

# Processing an exclusion for 3 yellow warnings

## STEP 1

### **Review the relevant warnings on the students file**

3 yellow warnings within a term is the trigger for a 1 day FEX for the next session.

## STEP 2

### **Fill out the SIF form**

Make this as detailed as possible, include details of each warning.

## STEP 3

### **Call the parents**

You may need to explain that 3 yellow warnings trigger a red warning and an automatic 1 day FEX. Give the parent details of each warning, the date their child will be excluded, the date they will return and invite them to attend a reintegration meeting on their child's return.

If you can't get hold of parents leave a brief message asking them to call admin and make admin aware

## STEP 4

### **Call the school/referring agency.**

The school will need a similar explanation to parents as to why the exclusion has been issued as well as the date of the exclusion and date of return. The school should also be invited to re-integration meeting.

Make sure transport is cancelled for the date of exclusion (if appropriate).

## STEP 5

### **Confirmation**

A letter needs to be sent to parents - this should include a brief explanation of the warning procedure, details of each warning issued, the exclusion/return date and date of the reintegration meeting. (give this to admin to post)

An e-mail needs to be sent to the referring agency- rephrasing the conversation from the phone call and again confirming the date of exclusion/return and the reintegration meeting. SIF form should be attached to this e-mail.

**Finally – send an e-mail to admin telling them who has been excluded, the date of exclusion/return and the date and time of the reintegration meeting.**

# Processing an exclusion following a significant incident/red warning

## STEP 1

### **Gather information on the incident**

This may include looking at CCTV footage (admin can provide help with this) and gathering statements from staff / students

## STEP 2

### **Fill out the SIF form**

Make this as detailed as possible, include details of what happened before and during as well as what was done by staff to manage behaviour.

## STEP 3

### **Call the parents (it may be necessary for them to collect their child)**

You may need to explain what has happened and why this has led to an exclusion and/or being sent home – e.g. because it was dangerous or disruptive. They will also need to know the date their child will be excluded, the date they will return and invite them to attend a reintegration meeting on their child's return.

If you can't get hold of parents leave a brief message asking them to call admin and make admin aware

## STEP 4

### **Call the school/referring agency.**

The school will need a similar explanation to parents as to why the exclusion has been issued as well as the date of the exclusion and date of return. The school should also be invited to reintegration meeting.

Make sure transport is cancelled for the date of exclusion (if appropriate).

## STEP 5

### **Confirmation**

A letter needs to be sent to parents - this should include a brief explanation of the incident and reason for exclusion. The exclusion/return date and date of the re-integration meeting should also be included. (e-mail to admin to post to parents/ guardians)

An e-mail needs to be sent to the referring agency- rephrasing the conversation from the phone call and again confirming the date of exclusion/return and the reintegration meeting. SIF forms should be attached to this e-mail as well as CCTV footage if relevant.

**Finally – send an e-mail to admin telling them who has been excluded, the date of exclusion/return and the date and time of the reintegration meeting.**

# Reporting a student missing

## STEP 1

### **Make sure that the student has left site**

Radio all staff to see when the student was last seen and conduct a sweep of the building.

## STEP 2

### **Call the parents**

Inform the parents that their child has left site. Will also need to explain that if they do not return within a given amount of time (e.g. 15 minutes) you will need to contact the police. Ask parents if they are able to contact their child, or if near the end of the day if they can confirm the child is with them.

## STEP 3

### **Call the school/referring agency**

Contact the referring agency and inform them that the student has left site, parents have been informed and that you will be contacting the police within given amount of time (e.g. 15 minutes) if they have not returned or you have not heard from parents confirming them being in their care.

## STEP 4

### **The student has returned**

Call the parents and school to inform them the student has returned

Student will need to be spoken to on their return and a decision made as to whether red warning/exclusion will be issued.

Update the behaviour/welfare record

### **The student is confirmed to be with parents**

Call the school to inform them that the student has been confirmed safe.

Student will need to be spoken to on their return and a decision made as to whether a red warning/exclusion will be issued.

Update the behaviour/welfare record

### **The student has not returned after 15 minutes**

Call the parents and inform them that you will now be reporting the student missing to the police.

Call the police on 101 – tell them that you will be calling from St-Edmunds Society in Norwich and you need to report a young person missing. They will need information on the student including their full name, age, date of birth, home address and what they are wearing etc.

Record this on behaviour/welfare record and include case number given by the police. **If a student has returned after a police report is made you must update the police via 101 as well as following the above step for a student that has returned**

# Reporting a safeguarding concern

## STEP 1

### **Gather and record information**

The staff member who raised the concern must ensure that they have recorded it on the student's behaviour and welfare log.

It may be necessary for another member of staff to speak to the student or their parents regarding what they have disclosed and gather more information – but this is not always possible or appropriate.

## STEP 2

### **Consider if the young person/another person is at risk**

If you are unsure whether information warrants a referral/consultation with MASH speak to Tara who will advise you. If in doubt, it is better to call MASH for advice than to do nothing at all.

If a decision to make a referral to MASH is made, it may be useful to speak to the young person's parents and inform them the information that you have received and that you are passing this onto MASH.

## STEP 3

### **Make a referral to MASH**

Call MASH on 03448 008020. Explain that you are calling from St-Eds and that you need to make a referral regarding concerns raised about a young person.

MASH will take you through the referral process, asking any relevant questions and giving advice as appropriate.

If nobody is available to answer your call you may be asked to leave a message or send an e-mail to [mash@norfolk.gcsx.gov.uk](mailto:mash@norfolk.gcsx.gov.uk) with the relevant information and someone will call you back – inform admin you have done this