



BRIGANTIA
LEARNING TRUST
Creating excellence together

CHILD PROTECTION POLICY

Including:

- Positive Handling Guidance

To be reviewed – Autumn 2018

'Because of their day to day contact with individual children/young adults during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop and thrive'.

Child protection is the responsibility of all school staff. Every school will therefore:

- establish and maintain an environment where pupils feel secure, are encouraged to talk and are actively listened to.
- ensure pupils know that there are adults in the school whom they can approach if they are worried.
- include opportunities in the PSE curriculum for pupils to develop the skills they need to recognise and stay safe from abuse.

The Brigantia Trust, and every individual school within it (Concord, Hinde House 3-16 and Wincobank Schools), fully recognises its responsibilities for child protection. This policy applies to all staff, Directors and volunteers working in our schools. There are five main elements to our policy:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with pupils.
- raising awareness of child protection issues and equipping pupils with skills needed to keep them safe, physically and emotionally.
- developing and then implementing procedures for identifying and reporting cases or suspected cases of abuse.
- supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- establishing a safe environment in which pupils can learn and develop.

Ethos

Every school in the Brigantia Trust recognises the importance of creating an ethos within each school that will help pupils feel safe and confident they will be listened to.

We recognise that children/young adults who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in their lives.

Aims

Each school aims to create a community within which everyone:

- is known, valued and feels safe and secure.
- is supported and encouraged to achieve their potential.
- has the opportunity to develop academically, socially and personally.
- is encouraged to take responsibility for their own learning.
- can develop an appreciation of their responsibilities within the wider society.

The Child Protection Policy applies to all staff, whether teaching or non-teaching, full or part-time, volunteer helpers and students on placement.

The abuse or neglect of children/young adults, physically, emotionally or sexually, can have major long-term effects on all aspects of a child/young adult's health, development and well-being. Sustained abuse is likely to have a deep impact on their self-image and self-esteem, and on his or her future life. Difficulties may extend into adulthood: experience of long-term abuse may lead to

difficulties in forming or sustaining close relationships, establishing oneself in the workforce and to extra difficulties in developing the attitudes and skills to be an effective parent/carer.

There are three main elements to the Child Protection Policy:

- **Prevention** through the promotion of a positive school ethos, teaching programmes and pastoral support for pupils. We recognise that for pupils' high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help prevention.
- **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to pupils and staff, and to children who may have been abused.

Expectations

- Children/young adults feel safe and secure in school.
- Staff are adequately trained, supported and are aware of the school's Child Protection procedures.
- Pupils know how to access support within the school.
- The safety of pupils is a priority for all staff.

Objectives

- We will encourage and maintain an ethos where pupils feel safe, secure and are encouraged to talk, and are actively listened to.
- We will continue to develop effective policies and procedures for managing situations where there is suspected or disclosed abuse.
- We will ensure that pupils know there are adults in the school who they can approach if they are worried or are in difficulty.
- We will continue to build opportunities for increasing self-awareness, self-esteem, assertiveness and decision-making into every pupil's learning experiences within the curriculum including the PSE programme, the SEAL programme, safety weeks, theme days. Every school works towards all its pupils being responsible, caring and confident.
- We will encourage pupils to develop strategies for making reasoned judgments about people, recognising and expressing their own feelings and dealing with threatening situations.
- We will follow the procedures agreed by the Local Authority which, in turn, fulfil the requirements of national policy.
- We will ensure that every effort will be made to establish working relationships with parents/carers and colleagues from other agencies.
- A Designated Safeguarding Lead (DSL) and Deputies will be appointed in every school.
- A Trust Safeguarding Lead will support and advise the DSLs and Deputies when needed. They will lead the Team in producing an effective cross-Trust approach to safeguarding.
- The DSL and Deputies have responsibility for liaising with families and other agencies with regard to child protection issues.
- We will endeavour to ascertain the names and addresses of all who have parental responsibility so that they can be involved in decision-making processes and be made aware of the pupil's progress. This will be carried out at the point of admission into school and updated annually.
- Parents/carers and child/young adult will always be involved in the FCAF process.

Definitions of Abuse

A person may abuse or neglect a child/young adult by inflicting harm, by failing to act to prevent harm, or by failing to ensure safety and adequate care. Harm may occur intentionally or unintentionally. Children/young adults may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger.

The following are the Department of Health's **categories of child abuse**:

- **Physical abuse:**
 - This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child/young adult. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child/young adult whom they are looking after. This situation is commonly described as fabricated illness.
- **Emotional abuse:**
 - This is the persistent emotional ill treatment of a child/young adult such as to cause severe and persistent adverse effects on the child/young adult's emotional development. It may involve conveying to them that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children/young adults. It may involve causing them frequently to feel frightened or in danger, or the exploitation or corruption of them. It may involve seeing or hearing the ill treatment of another, i.e. domestic abuse. It may involve serious bullying. Some level of emotional abuse is involved in all types of ill treatment of a child/young adult though it may occur alone.
- **Sexual abuse:**
 - This involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child/young adult is aware of what is happening. The activities may involve physical contact, including penetration (e.g. rape or buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children/young adults in looking at, or in the production of pornographic material or watching sexual activities or encouraging them to behave in sexually inappropriate ways.
- **Neglect:**
 - This is the persistent failure to meet a child/young adult's basic physical and/or psychological needs likely to result in the serious impairment of their health and development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child/young adult from physical harm or danger, abandonment, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child/young adult's basic emotional needs. Neglect may occur during pregnancy as a result of maternal substance abuse.
- **Disability may be defined as:**
 - a major physical impairment, severe medical illness, and/or a moderate to severe learning disability.
 - having an on-going high level of dependency on others of personal care and the meeting of other basic needs.

Child Sexual Exploitation

The identification of a child or young person involved in sexual exploitation, or at risk of being drawn into sexual exploitation, should always trigger our agreed procedures. The primary concern of all staff must be to safeguard and promote the welfare of that child/young person. All staff must be alert to signs of possible abuse or neglect through sexual exploitation.

Staff in school are in a good position to notice changes in behaviour and physical signs which may indicate involvement in sexual exploitation. Staff need to be alerted where children/young adults are vulnerable to being sexually exploited and school staff will work to prevent this abuse.

Staff must be aware of the potential signs that a person is being groomed for sexual exploitation. School staff will continue to monitor on-line communication in school and request access reports where there are suspicions a child/young adult is being groomed on-line.

The earlier that sexual exploitation, or likelihood of it, can be identified, the more opportunities there are to prevent or minimise the harm suffered by a child or young person. The indicators below are recognised as factors linked to child sexual exploitation. The indicators are a guide only.

Additionally, Sexual Exploitation Services report that as many as a third of referrals relate to boys and young men. It can be more difficult to detect when boys and young men are at risk of sexual exploitation or are being sexually exploited as they are generally harder to work with and less willing to disclose this type of information. They may also find it harder to disclose that they are being abused by other men because of issues about sexual identity. Below are possible indicators specific to boys and young men being sexually exploited.

If a member of staff has any concern, they should pass on these concerns immediately to the Safeguarding Team, Learning Mentors or SLT.

Indicators of possible sexual exploitation

Domain: Child or Young Person's Developmental Needs

Health:

- Physical symptoms (bruising suggestive of either physical or sexual assault)
- Chronic fatigue
- Recurring or multiple sexually transmitted infections
- Pregnancy and/or seeking an abortion
- Evidence of drug, alcohol or substance misuse
- Sexually risky behaviour

Education:

- Truancy/disengagement with education or considerable change in performance at school

Emotional and Behavioural Development:

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language
- Getting involved in petty crime such as shoplifting, stealing
- Secretive behaviour
- Entering or leaving vehicles driven by unknown adults

Identity:

- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity

Family and Social Relationships:

- Hostility in relationship with parents/carers and other family members
- Physical aggression towards parents, siblings, pets, teachers or peers
- Placement breakdown
- Reports from reliable sources (e.g. parents/carers, friends or other professionals in contact with the child or young person) suggesting the likelihood of involvement in sexual exploitation.
- Detachment from age-appropriate activities
- Associating with other young people who are known to be sexually exploited
- Young person known to be sexually active
- Sexual relationship with a significantly older person
- Unexplained relationships with older adults

- Possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet.
- Phone calls, text messages or letters from unknown adults
- Adults or older youths loitering outside the child's usual place of residence
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for in spite of having no known home base
- Missing for long periods, with no known home base
- Going missing and being found in areas where the child or young person has no known links

Social Presentation:

- Change in appearance
- Leaving home/care setting in clothing unusual for the individual child (inappropriate for age, borrowing clothing from older young people)

Domain: Parental Capacity

Ensuring Safety:

- History of physical, sexual, and/or emotional abuse or neglect

Family and Environmental Factors

Family History and Functioning:

- history of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties

Housing:

- Pattern of street homelessness
- Having keys to premises other than those known about

Income:

- Possession of large amounts of money with no plausible explanation
- Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation
- Accounts of social activities with no plausible explanation of the source of necessary funding

Family's Social Integration:

- Reports that the child has been seen in places known to be used for sexual exploitation

Indicators of possible sexual exploitation for boys and young men

Domain: Child Developmental Needs

Health:

- Physical symptoms – sexually transmitted infections, bruising or other marks on body suggestive of physical or sexual abuse
- Drug or alcohol misuse
- Self-harming or eating disorders

Education:

- Truancing from school, deterioration of schoolwork or part-time timetable

Emotional and Behavioural Development:

- Secretive
- Young offender behaviour or anti-social behaviour
- Secretive about Internet use or using adult networking sites
- Sexualised language

- Aggressive or violent
- Sexually offending behaviour

Family and Social Relationships:

- Associating with other children at risk of sexual exploitation
- Missing from home or staying out late
- Getting into cars of unknown people
- Contact with unknown adults outside of normal social group via face to face meetings, Internet, text messaging or phone calls

Identity:

- Low self-esteem, poor self-image or lack of confidence

Social Presentation:

- Wearing an unusual amount of clothing

Domain: Family and Environmental Factors

Income:

- Social activities with no explanation of how funded
- Possession of abnormal amounts of money, gifts, new mobile phones, credit on mobile phones, number of SIM cards

Family's Social Integration:

- Frequenting known high-risk areas or going to addresses of concern
- Seen at public toilets known for cottaging or adult venues (pubs and clubs)

Framework

- Our schools do not operate in isolation. Child Protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sheffield Local Safeguarding Children Board.
- LCSBs have developed procedures for local use. They have a statutory duty to ensure that schools, among other groups, safeguard and promote the wellbeing of children and young people.

Where Child Protection procedures are to be implemented, all the needs of the child/young person should be considered. All children/young people deserve the opportunity to achieve their full potential. The Every Child Matters agenda sets out five outcomes that are key to children/young adults' wellbeing:

- stay safe.
- be healthy.
- enjoy and achieve.
- make a positive contribution.
- achieve economic well-being.

Particular care must be observed if any child/young adult has SEN or a disability.

Extremism and Radicalisation

The Brigantia Trust has a statutory duty under the Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as vocal or active opposition to fundamental values of our society including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others including forms of extremism leading to terrorism.

There are a number of behaviours which may indicate a child or young person is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause.

Staff are expected to be vigilant in protecting pupils from the threat of radicalisation and refer any concerns to the Designated Safeguarding Lead or Deputies. Staff receive appropriate training to ensure they have the knowledge and confidence to identify pupils at risk, challenge extremist ideas and know where and how to refer concerns.

How should staff cope with difficult questions posed by learners that relate to extremism?

This is about raising awareness of what radicalisation can look like. It is not about asking staff to deal with issues which make them feel uncomfortable. If staff have concerns, they must report them as any other safeguarding issue. No-one has to get into conversations where they feel they are out of their depth, but if staff think a pupil is going through a radicalisation process, it must be reported as there are other people who can have these conversations, either within the school or within the Prevent network. The earlier that a concern is shared, the earlier it is to intervene and support that person away from a path where they might be committing a criminal act. Referral can just mean having a conversation with the pupil to see if everything is fine. It isn't about criminalising. Anyone who is referred is informed of what is going on.

Roles and Responsibilities

All adults working with or on behalf of children/young adults have a responsibility to protect them. There are, however, key people within school and the Local Authority who have specific responsibilities under Child Protection procedures. The Designated Safeguarding Lead in each school has the lead responsibility for child protection. They ensure that cases are referred to the appropriate agencies – both involving pupils and staff, liaise with the Executive Principal, Headteacher or Trust Safeguarding Lead, liaise with staff and parents/carers and provide advice, support and expertise for staff. The Deputy DSLs are trained to provide a high standard of support and advice to pupils, staff and parents/carers. The Trust Lead for Safeguarding brings the DSLs together to continue to develop a Trust approach to Child Protection and Safeguarding. She is also available to give support and advice to the DSLs and Deputy DSLs.

Duties of the Designated Safeguarding Lead (DSL) and Deputies include:

- Alert the Safeguarding Team to all cases.
- In case of disclosure, refer the case to Social Services immediately and then liaise with external agencies as needed.
- Attend case conferences, Child in Need meetings, Core Group meetings, or ensure that an appropriate person attends case conferences whenever possible.
- Deputies to keep the DSL fully informed about each incident as soon as possible after the event.
- The DSL reports to the Trust Lead for Safeguarding, Executive Principal/Headteachers who have the responsibility for the school approach to the protection and support of pupils and staff.
- Ensure that notes are kept by staff involved and lodged securely.

- Attend appropriate Inset provided by the Local Authority.
- Read and keep school updated on any new legislation, ensuring the dissemination of any information.
- Ensure that 'Child Protection' is placed on the agenda for each group of newly appointed staff.
- Ensure that an annual report is made to the Directors' Committee.
- Ensure that Directors' Committee is aware and agree with the school approach to deal with new legislation/procedures and child protection is monitored half termly.
- Ensure that the 'Child Protection Procedures' are available for all staff and an insert on disclosure of abuse is included in the Staff Handbook.
- Communicate any concerns in writing, when any case conference recommendations are not being carried out, to the key worker and designated people responsible in Education and Social Care.
- Pass on relevant information to the DSL of a receiving school, in the event of a child/young adult moving school, where concerns have been discussed. Records should be signed for on receipt and a copy kept on file.

Duties of Directors

- The Directors' Committee is responsible for overseeing the policy for Child Protection and its procedures which is updated annually. They will discuss an annual report on cases, but do not receive details which enable pupils or their families to be identified. The designated Director will receive information on individual cases. In addition, safeguarding is a standard item on every Performance and Improvement agenda.
- The designated Director visits school regularly, discussing procedures with staff and monitoring the approach to child protection. Information is made available for parents/carers in folders at all Reception points and on the Trust's website.

Training and Support

- Our schools ensure that the Executive Principal, DSL team and the nominated Directors for Child Protection attend training relevant to their role.
- An on-line training programme is also used with staff, particularly around e-safety.
- As previously stated, there is a Code of Practice held by all staff and there are sessions on Child Protection for all staff new to the schools. In addition, the policy is circulated to all staff and there are updates to the whole staff as needed.
- All staff attend 3 year training with Local Authority safeguarding staff and updates are provided throughout the year. The DSLs/Deputy DSLs have one year updates at least.
- Temporary staff are provided with information on child protection procedures including photos of the DSLs/Deputy DSLs on site.

Guidance to Staff on Disclosure

- If a pupil approaches you, please remember:
 - be truthful – never make promises that you can't keep.
 - reassure and believe.
 - always make time! Let the pupil dictate pace – don't be afraid of silence.
 - be non-judgmental.
 - keep calm.
 - be aware of body-language.
 - use language that the pupil can understand.
 - make sure that you understand the language – clarify points.
 - be careful not to give opinions or put words into the pupil's mouth.
 - make accurate and comprehensive notes as soon as possible afterwards – this may be evidence needed in court.

- Suspicions about abuse:
 - When a pupil's behaviour changes and there is no satisfactory explanation, it may be that there is abuse. Suspicions should be discussed with someone else, e.g. the DSL or the Senior Learning Mentor. Such discussion is to help to decide what action to take, if any, after the DSL has been consulted by the staff involved.

Responding to Disclosure

Disclosures or information may be received from pupils, parents/carers or others. Every school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they speak.

Accordingly, all staff are encouraged to handle disclosures with sensitivity. Such information cannot remain confidential and staff must immediately communicate what they have been told to the designated officers or the deputies and make, date and sign a written record.

Staff do not investigate but should, wherever possible, elicit enough information to pass on to the designated staff in order that they can make an informed decision on what to do next. They may choose to take the child/young person to a designated member of staff, with the child/young person's agreement, instead of listening to the disclosure.

If they choose to listen to the disclosure, staff will:

- listen to and take seriously any disclosure or information that a child/young person may be at risk of harm.
- try to ensure that the person disclosing does not have to repeat the information to another member of staff.
- clarify the information.
- try to keep questions to a minimum and of an `open` nature.
- try not to show signs of shock, horror or surprise.
- not express feelings or judgements regarding any person alleged to have harmed the child/young person.
- explain sensitively that they have a responsibility to refer the information to the senior designated staff (before the disclosure).
- reassure and support the person as far as possible.
- explain that only those who `need to know` will be told.
- never make promises about confidentiality or future actions.

Action by the Designated Safeguarding Leads or Deputies:

Following any information raising concern, they will consider:

- the child/young adult's wishes.
- any urgent medical needs of the child/young adult.
- ascertain if the child/young person is subject to a child protection plan.
- discuss the matter with other agencies involved with the family.
- consult with appropriate agencies.

Designated officers will:

- decide whether to make a child protection referral to Social Services or not to make a referral at this stage.
- wherever possible, talk to parents/carers unless to do so may place a child/young person at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.

- decide if further monitoring is necessary.
- decide if it would be appropriate to undertake an assessment/FCAF and/or make a referral for other services.
- make sure all information and actions taken, including the reasons for decisions taken, will be fully documented.

Action following a child protection referral:

The designated officers will:

- make regular contact with the Social Worker involved and keep them informed.
- wherever possible, contribute to the strategy discussion.
- provide a report for, attend and contribute to any subsequent child protection conference.
- if the child/young adult is made subject to a child protection plan, contribute to the plan and attend core group meetings and review child protection conferences.
- where possible, share all reports with parents/carers prior to meetings.
- where a disagreement with a decision made, discuss this with the Safeguarding Team (Local Authority).
- immediately inform the key worker where a child/young person has a child protection plan and moves from a school or goes missing.

If a member of staff feels that the school has not dealt with an incident appropriately and they are unable to discuss this with the Trust Safeguarding Lead, Headteacher or Executive Principal then they can contact the NSPCC whistle-blowing helpline on 0800 028 0285.

Professional Confidentiality

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children/young adults, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child/young adult. The important statutory duties in relation to vulnerable children/young people and children in need cannot be met without effective and appropriate sharing of relevant information. However, that disclosure of information must take place according to principles of good practice and on a need to know basis.
- A member of staff must never guarantee confidentiality to a pupil/young adult. They must make clear to the child/young adult that information may have to be passed on. The exception to this is where to do so would put that child/young person or others at increased risk of serious harm or it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interfering with any potential investigation.

Records and Monitoring

- Child Protection records must be stored as many children/young people do not feel safe enough to disclose until they are independent adults. Records may be needed in the future.
- All records must include the child/young adult's full name, address, date of birth and names and addresses of anyone with parental responsibility. The record should also contain the names and contact details of any involved professionals.
- All records must be accurately dated/timed. Where possible, we should include the date/time of the alleged incident and/or when our concern was triggered.
- All records must include the nature of our concerns, what gave rise to them, any action taken and the extent of any involvement by persons present. If a disclosure is made, we must thoroughly record the content of the disclosure and any responses we made.
- All persons mentioned in the record (including the author) must have their names recorded in full at least once, as well as their position/relationship to the child/young adult.
- All recording must be factual.
- All child protection information is stored separately and securely with access limited to the Executive Principal, Trust Lead for Safeguarding, Headteachers, DSLs and Deputy DSLs.
- Child Protection files should include:

- all records of concerns/disclosures.
- details of whether or not parents/carers have been informed (and if not, why not).
- details of any on-going monitoring.
- details of any meetings held.
- details of contact with Social Care or any other agencies.
- a copy of a completed FCAF.
- Case Conference reports.
- any other relevant documents.
- For documentation used, please see appendices.
- Schools monitor pupils about whom there are concerns using a variety of staff – Learning Mentors, DSL, Deputies or other appropriate staff.
- Whenever possible, the schools will work closely with the parents/carers.

A Common Assessment Framework – Family CAF (FCAF)

A FCAF is used across different agencies in Sheffield and used across the Trust to improve joint working and communication between practitioners by:

- encouraging the appropriate sharing of information.
- embedding a common language of assessment and a more consistent view as to the appropriate response.

in order to facilitate the early identification of need and the provision of effective support for children and young people.

Attendance at Safeguarding Conferences

- The conference brings together family members, the child/young adult, where appropriate, and those professionals most involved with the child/young adult and family. Its purpose is to analyse the information which has been obtained about the child/young person and the parents'/carers' capacity to ensure the child/young adult's safety, to make judgments about the likelihood of the child/young adult suffering harm in future and to decide what future action is needed to safeguard the child/young adult and promote his/her welfare, how the action will be taken forward and with what intended outcomes.
- All initial conferences should take place within 15 working days of the strategy discussion.
- Social Care convene case conferences. The Chair will act on behalf of the Local Authority. School will attend and representatives will usually be the DSL, Deputies, Learning Mentor or designated staff. The DSL will make clear to school staff attending a case conference what their role and responsibility is. Staff will be supported to write concise, factual reports on pupil/young adults. The school will always work to maintain a good working relationship with parents/carers where a referral has been made.

Supporting Pupils at Risk

- Our Trust schools recognise that pupils 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. The school may be the only stable, secure and predictable element in the lives of children young people at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school.
- It is also recognised that some children/young adults abuse others. This requires a considered, sensitive approach in order that both the perpetrator and the victim can receive appropriate help and support.
- Trust schools will endeavour to support pupils through:

- the curriculum to encourage self-esteem and self-motivation.
- the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- the implementation of the school Behaviour Policy.
- a consistent approach which recognises and separates the cause of behaviour from that which the pupil displays.
- regular liaison with other professionals and agencies that support the pupil and his/her family.
- a commitment to develop productive, supportive relationships with parents/carers, whenever it is in the pupil's interest to do so.
- the development and support of a responsive and knowledgeable staff trained to respond appropriately in child protection situations.

E-Safety

Each school has an E-safety Co-Ordinator who co-ordinates relevant policies and practices in school.

Safe Working Practices

The Brigantia Trust has developed a clear code of practice for staff which offers guidance to staff on the way they should behave when working with children.

Child Protection Procedures

The Brigantia Trust adheres to child protection procedures that have been agreed locally through the local Safeguarding Children's Advisory Service.

Working with Other Agencies

Schools are not investigating agencies and all child protection issues are addressed through agreed procedures. However, each Trust school continues to play a role after referral, ensures that referrals are actioned within the appropriate timescales and have developed strong links with partner agencies including Social Care. Every school recognises the importance of multi-agency working and ensures that staff attend relevant meetings including case conferences, core groups, child in need meetings and strategy meetings.

Allegations Against Members of Staff

The Brigantia Trust recognises that it is possible for staff and volunteers to behave in a manner that could cause harm to children/young adults and we take any allegation made against a member of staff or volunteer seriously. The local arrangements for managing allegations have been adopted by the Trust and staff have received a copy of the procedures. All staff know who to talk to if they are concerned about the behaviour of an adult.

The Use of School Premises by Other Organisations

Where services or activities are provided separately by another Body using the school premises, the Directors will seek assurances that the Body concerned has appropriate policies and procedures in place in regard to safeguarding children/young adults and child protection. Staff will ensure that the correct documentation relating to enhanced DBS is seen.

Site Safety

Each establishment must consider the safety of children and other adults if visitors to the site are working with children and young people in an area where they are not readily visible. This is particularly important where the adult is not a member of staff of the Local Authority. The Executive

Principal and Directors have responsibility for visitors to the site, and must ensure that all safety precautions are met. Current Local Authority guidance is followed across the Trust schools.

Volunteers who work regularly with children/young people have DBS checks.

Visitors are always accompanied if working with children/young adults.

Personal Care

In light of the increase in allegations being made against staff, everyone must consider his/her own protection whilst ensuring that the child's/young person's needs and basic human rights are of paramount importance.

Guidelines

All schools need to foster an ethos of respect in which the child's/young person's wishes and feelings are taken into account as far as is possible and practicable in meeting his/her needs. No action should be taken by adults without the informed consent of the child/young person and anyone with parental responsibility wherever possible and practicable. The rights of the child/young person should be respected, together with his/her need for support and assistance.

The present organisation of educational institutions allows, for example, for adult presence when children/young adults are undressing. The children/young adults do have the right not to show their bodies and consideration must be given to the child/young adult's rights and feelings.

Whilst it seems acceptable to society for female staff to handle both boys and girls of all ages, often in parts of the body normally considered most private, it appears less acceptable for male staff to be as familiarly involved. Areas of difficulty could include:-

- dealing with accidents
- physical contact

Whilst appreciating that, for some members of staff, this is a contentious issue, these guidelines reflect the need for all staff, regardless of gender, to consider their own protection. Under normal circumstances, for example, a member of staff should not be left in a toilet area with a child/young adult unless another staff member is close by. It is acknowledged that there are occasions when no set regulations can apply. In such instances the criterion should be to undertake that which is in the best interest of the child/young person at that point in time.

Medication in School

- Increasingly, medication has to be administered outside a medical setting which can give rise to potentially sensitive situations. In all schools, there are clear guidelines about medicines. In nearly every case, these will not be administered by school staff.
- No action should be taken by adults without the consent of the pupil and anyone with parental responsibility whenever possible and practicable. The rights of the pupil should be respected, together with his/her need for support and assistance.
- Guidelines on advice to staff about sexual advice to pupils – see Sex Education Policy.
- All staff are screened as part of the recruitment procedure before starting work with pupils. This includes DBS/List 99 checks and will include registration with the ISA (Independent Safeguarding Authority).
- School recruitment procedures are in line with Safer Recruitment Practice.

Positive Handling Guidance

Central to this guidance is the understanding that any physical intervention used by staff must be in accord with the idea of `reasonable force` and used only as a last resort once all other strategies have been exhausted.

There is no legal definition of `reasonable force`. The force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequence it is intended to prevent.

It is essential that any discussion about physical intervention is set in the wider context of education and behaviour management: it should not be seen as an isolated technique.

The Legal Context

The guidance on the use of physical intervention is issued jointly by the Departments of Education and Health. It stands as guidance under Section 7 of the Local Authority and Social Services Act 1970 and has advice to support the implementation of section 550A of the Education Act 1996. This led to circular 10/98, which sets out guidelines for the circumstances in which reasonable force may be used by members of the school staff. These are when it is reasonable for the purpose of preventing a pupil from:

- committing an offence.
- causing injury to themselves or others.
- causing damage to property.
- engaging in any behaviour prejudicial to good order and discipline in school or among any of the pupils.

Context of the Setting

The role of all staff is to promote the successful inclusion of all children/young adults. A feature of the difficulties faced by some pupils with SEND is their cognitive and behavioural rigidity which can, at times, present staff with some challenging situations. The impact of these includes difficulty in the following areas:

- refusal to move from activity to activity.
- to follow simple instructions.
- to join group activities.
- to participate in whole class teaching situations.
- turn-taking and sharing.
- a change in routine.

All of the above may cause a pupil to react with physical aggression to themselves or others or at times to have major outbursts of screaming or tantrums, which are clearly disruptive for all concerned. In order for pupils to access the curriculum and be able to enjoy a range of activities as part of their learning programme, it may be necessary to address some of the above issues. At these times, staff working with children may use **physical prompts** to move a pupil.

Where possible, any use of physical prompts would be fully discussed with relevant staff and the pupil's parents/carers, and be part of a behaviour plan or programme.

Prompts may include:

- leading a pupil by the hand.
- moving a pupil across a room.
- using prompts to encourage a pupil to remain seated, e.g. on the carpet.
- the use of physical prompts to complete an activity.
- preventing a pupil from running off.
- preventing a pupil from hurting other pupils.

All staff would only use prompts that are safe and will not cause any damage or harm to any part of the pupil's body. Pupils will never be dragged by the arm or other parts of the body or held in any position which may cause pain. Staff will only hold pupils on soft body parts such as the upper arm and will use as little force as possible. If a staff member has needed to use physical prompts, they will always do so in as calm and non-confrontational a way as possible and attempt to reassure the pupil in an appropriate manner.

In very occasional circumstances, it might be necessary to restrain a pupil if they are in danger of harming themselves or others. In this instance, the above guidelines would apply and, in line with the guidance, `reasonable force` would be used. If there is occasion to restrain a pupil which is over and above what might normally be expected, all incidents will be recorded in order to prevent any misunderstanding or misinterpretation of the incident. A report must be made to the Executive Principal or Headteacher/Head of School with a written account as soon as possible, using the reporting form (see attached copy).

Where appropriate, there will be prior discussion with parents/carers about the use of restraint and their agreement will be obtained.

As a further support for the staff and pupils, the Team-Teach programme has given named staff training to instruct staff on methods of positive handling and there will be training offered as needed.

Cross-Reference to Other School Policies

The Brigantia Trust recognises that a number of other policies and procedures developed and operated in our schools form part of the wider agenda of safeguarding and promoting children/young adults' welfare, and this statement document should be read in conjunction with the policies listed below:

- Anti-Bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Medical Policies
- Behaviour Policy
- Safer Recruitment Policies and Practice
- Code of Conduct for Staff
- policies that recognise specific vulnerable groups

Policy Review

The Directors are responsible for ensuring the annual review of this policy and that the list of key contacts within this document is kept up-to-date.

I have read the Positive Handling Policy.

I have discussed the issues in relation to:

Name of Child:

I agree to staff using physical prompts if appropriate.

Signed: (Parent/Carer)

Date:

Hinde House 3-16 School:

Chris French – Executive Principal
Anne Robson – Designated Safeguarding Lead
Janice McWilliam – Headteacher, Primary Phase
Simon Winslow – Headteacher, Secondary Phase
Jacqui Simpson – Business Director

Staff holding relevant responsibilities 2017-8:

- Designated Safeguarding Lead (DSL) – Anne Robson
- Deputy DSL – Charlene Bennett (Primary)
– Sue Flynn, Karole Cotterell (Secondary)
- Attendance – Anne Robson
- Single Central Record – Lynne Gibson
- Educational Visits Co-ordinator – Dominic McDermott (Primary)
– Simon Winslow (Secondary)
- E-Safety Co-ordinators – Anne Robson, Adam Kubica, Diane Greenwood,
Adrian Keeling
- Extended Work Placements – Mick Jones (Secondary)
– Sarah Billington (Primary)
- Fire Safety Co-ordinator – Janice McWilliam (Primary)
– Simon Winslow (Secondary)
- Senior Medical Officer – Derek Broadhurst
- Pupil and Parent Voice – Simon Winslow (Secondary)
– Janice McWilliam (Primary)
- Pupil behaviour – Owen Brown (Primary)
– Mark Finnigan (Secondary)
- Vocational courses – Mark Sinclair
- Work Experience – Bo Robshaw

Concord Junior School:

Chris French – Executive Principal
Anne Robson – Trust Safeguarding Lead
Michelle Kouni – Headteacher
Jacqui Simpson – Business Director

Staff holding relevant responsibilities 2017-8:

- Designated Safeguarding Lead (DSL) – Nicola Sherwood
- Deputy DSL – Michelle Kouni
– Jack Huckstepp
- Attendance – tbc
- Single Central Record – Jane Taff
- Educational Visits Co-ordinator – Shanie Donohue
- E-Safety Co-ordinator – Nicola Sherwood, Adam Kubica
- Fire Safety Co-ordinator – Michelle Kouni
- First Aid Team Leader – Charlene Stanton, Lucie Harker
- Pupil and Parent Voice – Michelle Kouni
- Pupil behaviour – Michelle Kouni

Wincobank Nursery Infant School:

Chris French – Executive Principal
Anne Robson – Trust Safeguarding Lead
Linda Hoyle – Headteacher
Jacqui Simpson – Business Director

Staff holding relevant responsibilities 2017-8:

- Designated Safeguarding Lead (DSL) – Tracy O'Malley
- Deputy DSL
 - Linda Hoyle
 - Denise Marsh
 - Nicola Naylor
- Attendance – Tracy O`Malley
- Single Central Record – Jane Taff
- Educational Visits Co-ordinator – Linda Hoyle
- E-Safety Co-ordinator – Tracy O`Malley, Adam Kubica
- Fire Safety Co-ordinator – Linda Hoyle
- First Aid Team Leader – Denise Marsh
- Pupil and Parent Voice – Linda Hoyle
- Pupil behaviour – Tracy O'Malley