

































































	<p>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:</p> <ul style="list-style-type: none"> <li>• Protect a child from physical and emotional harm or danger.</li> <li>• Ensure adequate supervision (including the use of inadequate care-givers).</li> <li>• Ensure access to appropriate medical care or treatment.</li> <li>• It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</li> </ul>
Physical Abuse	<p>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>
Private Fostering	<p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)</p>
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	<p>Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.</p>
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children’s mental and physical health or development;</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best outcomes.</li> </ul>

Sexting	<p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Sexual Abuse	<p>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</p>
Trafficking	<p>Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.</p>
Upskirting	<p>Upskirting is a criminal offence under the Voyeurism (Offences) act 2019. This is described as ‘taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.</p>

## **RECOGNISING SIGNS OF CHILD ABUSE**

### **Signs of Abuse in Children:**

The following non-specific signs may indicate something is wrong:

- ✦ Significant change in behaviour
- ✦ Extreme anger or sadness
- ✦ Aggressive and attention-seeking behaviour
- ✦ Suspicious bruises with unsatisfactory explanations
- ✦ Lack of self-esteem
- ✦ Self-injury
- ✦ Depression
- ✦ Age inappropriate sexual behaviour
- ✦ Child Sexual Exploitation.

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:



- ❖ An explanation which is inconsistent with an injury
- ❖ Several different explanations provided for an injury
- ❖ Unexplained delay in seeking treatment
- ❖ The parents/carers are uninterested or undisturbed by an accident or injury
- ❖ Parents are absent without good reason when their child is presented for treatment
- ❖ Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- ❖ Family use of different doctors and A&E departments
- ❖ Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- ❖ Any bruising to a pre-crawling or pre-walking baby
- ❖ Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- ❖ Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- ❖ Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- ❖ Variation in colour possibly indicating injuries caused at different times
- ❖ The outline of an object used e.g. belt marks, hand prints or a hair brush
- ❖ Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- ❖ Bruising around the face
- ❖ Grasp marks on small children
- ❖ Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- ❖ Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- ❖ Linear burns from hot metal rods or electrical fire elements
- ❖ Burns of uniform depth over a large area
- ❖ Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- ❖ Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- ❖ The history provided is vague, non-existent or inconsistent with the fracture type
- ❖ There are associated old fractures
- ❖ Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- ❖ There is an unexplained fracture in the first year of life

### Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

## Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- ❖ Inappropriate sexualised conduct
- ❖ Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- ❖ Continual and inappropriate or excessive masturbation
- ❖ Self-harm (including eating disorder), self-mutilation and suicide attempts
- ❖ Involvement in prostitution or indiscriminate choice of sexual partners
- ❖ An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- ❖ Pain or itching of genital area
- ❖ Blood on underclothes

- ❖ Pregnancy in a younger girl where the identity of the father is not disclosed
- ❖ Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

## Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

## Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

## Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## **Child Sexual Exploitation**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## **Criminal Exploitation / County Lines**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of Criminal Exploitation / County Lines

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

## **So Called 'Honour Based' Violence**

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable

- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

**APPENDIX 2**  
**Safeguarding of Young People and Vulnerable Adults**



**CP1 Statement Form**

**Details of person the allegation/ issues were reported to/heard by**

<b>Staff Name</b>	
<b>Job title, Department/Site</b>	
<b>Telephone Number</b>	
<b>Date allegation /disclosure made :</b>	

**Details of person making the allegation/presenting issues**

<b>Name</b>		
<b>Student Number</b>		<b>AGE</b>
<b>Department</b>		
<b>Course</b>		
<b>Personal tutor</b>		

**Details of person allegedly recipient of abuse if different from above**

<b>Name</b>		
<b>Student Number</b>		
<b>Department</b>		
<b>Course</b>		
<b>Personal tutor</b>		

**Details of any other persons present**

<b>Name</b>		
<b>Department</b>		
<b>Course</b>		
<b>Personal tutor</b>		

<b>Assigned to:</b> (Safeguarding officer)	
<b>Date Assigned</b>	

<b>Place the incident occurred</b>	
<b>Nature of the alleged abuse</b> (see safeguarding policies for guidance.)	<b>Physical</b> <input type="checkbox"/> <b>Neglect</b> <input type="checkbox"/> <b>Emotional</b> <input type="checkbox"/> <b>Sexual</b> <input type="checkbox"/> <b>Financial</b> <input type="checkbox"/> <b>Institutional</b> <input type="checkbox"/>

<b>ALLEGATION/DISCLOSURE DETAILS</b>
<div style="text-align: right; margin-top: 20px;"> <div style="border: 1px solid black; padding: 2px 10px;">Continue Overleaf if necessary...</div> </div>

<b>ANY RELEVANT ADDITIONAL INFORMATION</b>	
<b>Signature of person making statement</b>	

***All actions following this initial report must be entered through Pro-monitor's Confidential Comments.***



## Safeguarding – Cause for Concern

### Confidential

Member of staff making referral		
Position		
Date of referral		
Signature		
Name of child/vulnerable adult:		
Gender	Age	EBS number
D.O.B	Personal Tutor	Course & Level
Does the child/vulnerable adult know you will be speaking to a protection officer?    Yes _____                      No_____		
Summary of reason for concern		
To whom have you spoken and what was said? <i>(State what the child/vulnerable adult said or what you observed that caused concern/suspicion. Include date and time of event. Where reporting what someone has said to you, try to use as close to their words as you can remember.) Continue on another sheet if required.</i>		
Have you taken any actions? – <i>please state here</i>		
Category of abuse causing concern. Physical ___ Neglect ___ Emotional ___ Sexual ___ Financial ___ Institutional ___		

Please return this form to the Safeguarding Team.  
Either electronically or by hand delivery to a designated Safeguarding Officer.

To be completed by a Designated Safeguarding Officer
<b>Office Use Only</b>

<b>Assigned to: (Safeguarding officer)</b>	
<b>Date Assigned</b>	
<b>Date of initial meeting.</b>	
<b>Is this Safeguarding ?</b>	<b>YES</b> <input type="checkbox"/> (transfer details to CP1 form) <b>NO ...</b> <input type="checkbox"/> (please complete this form fully)
<b>Confirm Category of Abuse</b>	<b>Physical</b> <input type="checkbox"/> <b>Neglect</b> <input type="checkbox"/> <b>Emotional</b> <input type="checkbox"/> <b>Sexual</b> <input type="checkbox"/> <b>Financial</b> <input type="checkbox"/> <b>Institutional</b> <input type="checkbox"/>
<b>Action</b>	



# Positive Handling and Physical Intervention Guidance

Version Number	Purpose / Change	Author	Date	Authorised by
HSP 012 – 1.0	Original Document	Ian Softley	01/02/2019	Louise Brown

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## POLICY STATEMENT

Staff at Wigan and Leigh College are trained to look after the students in their care. Staff have a duty to intervene in order to prevent students from hurting themselves or others. There may also be situations in which a student seriously disrupts good order in the College or causes damage to property. If a member of staff ever needs to intervene physically they must follow the College's Positive Handling Policy. Any students, parents or guardians wishing to view this policy may do so on request.

### 1.0 INTRODUCTION

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this guidance are a small number of responses which may involve the use of force to control or restrain a student. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in [DfE Guidance: Use of reasonable force](#). A clear and consistent positive handling policy supports students who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Students displaying behavioural difficulties sometimes present a risk to themselves and others. [Section 93: Education and Inspections Act 2006](#) describes the circumstances in which staff and others authorised by the Principal may use reasonable force to control or restrain students. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This guidance should be considered alongside current College Policies and Procedures, the most recent DfE guidance and other documented Good Practice. It is designed to help staff to ensure that any actions they take are **reasonable, proportionate** and absolutely **necessary**.

Principally, this guidance is aimed at students under the age of 18 years old, however, the College Procedures, in the main, remain applicable for all students irrespective of age.

### 2.0 COLLEGE EXPECTATIONS

Wigan and Leigh College takes seriously its duty of care towards students, staff and visitors to the College. Staff protection is an important part of student protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the student.
- The second is the welfare and protection of the staff responsible them.

### 3.0 POSITIVE BEHAVIOUR MANAGEMENT

All physical interventions should be conducted within a framework of positive behaviour management. The College Student Code of Conduct is intended to recognise a high standard of behaviour and application, and encourage students to take responsibility for maintaining and improving their own positive behaviour.

A preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence poor behaviour and taking steps to divert behaviours leading towards foreseeable risk. Students which have known behaviour or emotional issues are encouraged to participate in the development of their own ALS Learning Support plan by focusing on positive alternatives and choices. Where the student is below the age of 18, parents may also be encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all students when they are under pressure and safely manage issues if, and when, they occur.

### 4.0 ALTERNATIVES TO PHYSICAL CONTROLS

Non-physical behaviour management and alternatives to physical intervention can be effective to reduce risk. They include:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for students to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort students to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

## 5.0 MODIFICATIONS TO ENVIRONMENT

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some students may exhibit extreme and possibly dangerous behaviour. In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of sharp or dangerous implements controlled (including catering knives and cutlery, tools, etc.) What small items are available to an angry student who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Is the design arrangements or furniture safe and appropriate for students who exhibit behavioural issues?
- Is there a comfortable and safe place to sit with an agitated student?
- Are protocols in place to encourage angry students to take themselves to a safer place?

## 6.0 ASSISTANCE AND SUPPORT

Should an incident occur it is expected that all staff should support their colleagues. This does not necessarily mean taking control of the situation, initially it may require them to remain in the vicinity in case assistance is needed, requesting additional support (raising the alarm) or to look after the group whilst the primary member of staff deals with student exhibiting behavioural issues. The member of staff primarily dealing with the incident may have a greater understanding of the individual student's needs or issues and may be best placed to deal with the situation. However, if the primary member of staff requests or it is believed that the situation may be escalating beyond the immediate control, staff should be willing to provide further direct assistance within their capabilities.

Good communication is essential to avoid confusion during the management of an incident. Some suggested communication strategies are included in Appendix A of this guidance.

Staff should always review and evaluate incidents and it is important to accept both their own evaluation and that of their colleagues and alternative strategies explored.

## 7.0 VERBAL DE-ESCALATION

Staff should present a calm, non-confrontational manner when dealing with an incident. There is a difference between being authoritative and being confrontational. Carefully chosen words can sometimes avert the incident escalating further. Avoid becoming aggressive or getting into an argument with the student, this is likely to result in further escalation, better to use support and reassurance. Telling the student to calm down can actually make them more agitated. Avoid pointing out what they have done wrong, this can escalate their behaviour, their actions and subsequent consequences can be dealt with later once they have calmed and the best approach can be agreed upon. You may point out the consequences should they escalate their behaviour. The only purpose in communicating with an angry student is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

Some suggestions for verbal communication are included in Appendix B of this guidance.

## 8.0 PHYSICAL INTERVENTION

Physical intervention should only be made if there is no realistic alternative. The College does not necessarily expect staff to methodically work their way through a series of strategies before attempting an intervention in which they have some confidence. Staff should not necessarily wait until the danger is imminent if they believe that negotiation will not de-escalate the situation. Guidance is given by the Department of Health's Interpretation of the Children Act:

*"If necessary, staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future."*

Students under the age of 18 are classed as children under the Children Act. Students 18 years and older are classed as adults and Common Law permits the use of physical intervention / restraint

*"to prevent the individual from harming themselves or others. This can also include the protection of property and prevention of a crime."*

Staff must conduct a dynamic risk assessment and choose the safest alternative, including to experiment and think creatively about any alternatives to physical intervention which may be effective.

## 9.0 PROACTIVE PHYSICAL INTERVENTIONS

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. Examples of this are where a student has shown ritual patterns of behaviour, which in the past have led to the student becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the student to a safer place when the pattern of behaviour begins, rather than wait until the

student is distressed and out of control. The paramount consideration is that the action is taken in the interest of the student and that it reduces, rather than increases, risk.

## 10.0 REASONABLE AND PROPORTIONATE

Any response to extreme behaviour should be reasonable and proportionate. Staff should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the student?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

The types of force used could include:

- passive physical contact resulting from standing between students or blocking a student path
- active physical contact such as:
  - i. leading a student by the hand or arm
  - ii. ushering a student away by placing a hand in the centre of the back
  - iii. using your arms as a barrier and moving the student away
  - iv. in more extreme circumstances, using appropriate restrictive holds

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a student stepping in front of oncoming traffic or preventing a student from hitting someone with a dangerous object etc.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the extreme circumstances it may not always be possible to avoid injuring a student.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

## 11.0 UNREASONABLE USE OF FORCE

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should students be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with techniques for disengaging from assaults). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a student secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this College.

### Definitions of Seclusion / Withdrawal / Time Out

**Seclusion** - Forced to spend time alone against will (requires statutory powers other than in an emergency)



<b>Withdrawal</b> -	Removed from the situation but observed and supported until they are ready to resume
<b>Time out</b> -	Restricting positive reinforcement as part of a <u>planned</u> behavioural programme (requires recording and agreed in ALS Learning Support plan).

## 12.0 HEALTH AND SAFETY

If dangerous behaviour presents a risk of injury to people it is a Health and Safety issue. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported using the College Dangerous Occurrence Report form and sent to the Head of Estates, Health and Safety. Where injury occurs, this should be reported on the College Accident and Incident Report form.

All staff have a shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. It is recognised that it is not possible to entirely remove risk, sometimes things go wrong despite the best efforts to do the right thing. Sometimes staff are faced with difficult and sometimes unpalatable choices. In these circumstances it is important to try and think through the outcomes of the options available, balance the risks and choose whichever course of action seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with College policy and guidance, and to cooperate to make the College safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff must be involved in physical restraint or intervention, but it is important to know that they can, if they feel in a position to do so. Equally as important are the nonphysical aspects of positive handling.

## 13.0 RISK ASSESSMENT

Where a student is known to have behavioural issues or has a history of aggressive or violent behaviour, an assessment of risk should be made. This will be in the form of the assessment on the students ALS Learning Support plan and recorded on Promonitor.

Informal risk assessments should be a routine for staff working with students who may exhibit difficult or extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the students concerned. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt, including themselves. In this the correct decision is to hold back from the physical controls.

## 14.0 GETTING HELP

The College has the following support structures are in place:

- ALS Learning Support plans are recorded on Promonitor to ensure all relevant information about each student is available to all members of staff working with them.
- A risk indicator is included on Promonitor for each student which then refers to additional notes regarding the risk presented.
- Debrief sessions after an incident reflecting on how it was managed by all involved and identifying any points for review or learning.
- Staff are encouraged to share experiences, concerns and access support from each other. It should be noted that whilst informal discussions can be helpful, staff should maintain respect for the

student's right to confidentiality and it may be more appropriate for these discussions to be held more formally with the Head of Department etc.

## 15.0 ALS LEARNING SUPPORT PLANS

Risk management is regarded as an integral part of behaviour management planning. All students who have been identified as presenting a risk should have an ALS Learning Support plan. A risk indicator is also recorded on Promonitor. The plan will detail any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended where known. If staff have experience that a particular technique has been found to be effective it should be recorded on the plan, likewise alerts to any which have proved ineffective or which caused problems in the past should also be shared.

## 16.0 RESPONDING TO UNFORESEEN EMERGENCIES

Even the best planning systems cannot cover every eventuality and the College recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the student;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. In general, staff acting in good faith and their actions are reasonable and proportionate, will be supported.

## 17.0 THE POST INCIDENT SUPPORT STRUCTURE FOR STUDENTS AND STAFF

Following a serious incident, it is the policy of this College to offer support for all involved. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries. All injuries should be reported and recorded using the College's Accident and Incident Report form and sent to the Head of Estates, Health and Safety. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong.

Normally, the student's behaviour will be addressed in accordance with the College Student Disciplinary Procedures. This will include a review meeting to address the incident, look at the outcomes and discuss and agree a plan for future behavioural management. Where the actions of the student results in expulsion, the student should still be informed of the behavioural management issues which could assist them in managing their own behaviour in future.

## 18.0 COMPLAINTS

All complaints made as a result of an intervention shall be addressed in accordance with the College Complaints Procedure. It is not uncommon for students to make allegations of inappropriate or excessive use of force following an incident. Students should be reminded of the procedure and encouraged to use the appropriate channels. The complaints procedure applies equally to staff. Any staff concerns regarding the welfare of students should be reported in accordance with the College Safeguarding Procedures.

## 19.0 TRAINING

Designated staff have received Positive Handling Training delivered by a provider accredited by the Institute of Conflict Management in accordance with DfES and Department of Health guidance.

The level of training recommended is related to the level of risk faced by the member of staff. However, all staff are given training in the College Positive Handling Procedures delivered by their Head of Department.

## 20.0 RECORDING

Whenever force is used the incident must be recorded on Promonitor and the College Accident and Incident Report Form. All staff involved in an incident should contribute to the record and where necessary provide a statement of the events which should be completed within 24 hours. All incidents must be reviewed by the Head of Department and reported to the appropriate member of the College Executive team.

## 21.0 MONITORING AND EVALUATION

The Head of Department and or College Executive will ensure that each incident is reviewed and instigate further action as required. Data on incidents are included in the College Accident, Incident and Dangerous Occurrence analysis report which is issued to the College Executive and the Governing Body as an additional tool for monitoring.

## 22.0 FOLLOW UP

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the individuals ALS Learning Support Plan or the Positive Handling procedures. Any further action in relation to a member of staff, or an individual student, will follow the appropriate procedures.

## 23.0 OTHER RELEVANT POLICES

This policy should be read in conjunction with:

- Student Code of Conduct
- Staff/Student Disciplinary Policy
- Safeguarding Policy
- Health & Safety Policy

## APPENDIX A – HELPING A COLLEAGUE

Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful.

The words **“help”** and **“more”** should act like flash cards for staff. It has to be established within the culture of the setting, that help and support framework is something we all do for each other, staff and young people.

1. **“Mr Smith, I am available to help”** The member of staff makes a clear statement announcing they are there to help.
2. **“Thank you Ms. Jones, you can help by..”** This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly they at this point retain autonomy over the situation.
3. **“Mr. Smith, I am available for more help.”** The word ‘more’ should provide a pause point for the member of staff currently dealing with the student (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.
4. **“What do you suggest Ms Jones?”** The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.
5. **“How about if I sit with John.....and I’ll catch up with you later.”** This example provides us a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we “catch up with” them later, to provide feedback and discuss outcomes.

## APPENDIX B – HELPING A STUDENT

Behaviour is a language. Our function is to provide help for students and for each other. This help script is aimed at lowering/defusing the student's anger or anxiety.

1. **"John."** Use the student's name, it will help make a connection and engage their attention.
2. **"John. I can see you are upset."** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as; anger or annoyed, as this may escalate the situation.
3. **"I am here to help."** This is a statement of your intention, simply, you are there to help. It's worth remembering that a conscious effort must be made to ensure your verbal and body language give the same message.
4. **"Talk and I will listen."** This statement begins to provide the student with some direction and demonstrates a level of care and support.
5. **"John. Come with me, let's go to the..."** Continue to provide the student with some direction. Removing them to an area of neutrality to discuss the issue and continue the calming process.

If the student is pacing, staff should avoid walking back and forth, shadowing them. This can feel extremely intimidating. A calm stance and body language is essential, as is awareness of staff's proximity to the student's personal/dangerous space. Remember to speak clearly & confidently and remain calm.



# Stop and Search Procedures

Version Number	Purpose / Change	Author	Date	Authorised by
HSP 011 – 1.0	Original Document	Ian Softley	01/02/2019	Louise Brown

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### 1.0 INTRODUCTION

Wigan and Leigh College is committed to providing a safe and secure environment and protect the health and wellbeing of students, staff and visitors.

The Education Act 2011 gives the Principal and authorised staff the statutory power to search students for any prohibited items where there is reasonable grounds for suspicion that a student is in possession of such an item.

The College operates a zero tolerance approach to the possession of prohibited items.

This Policy is compiled in Compliance with the following legislative framework:

- Education Act 2011
- Department for Business, Innovation and Skills 'Screening, Searching and Confiscation', 2011
- Department for Education 'Screening, Searching and Confiscation', 2014

### 2.0 SCOPE

This policy and procedures apply to full-time, part-time, school link and work-based learning students of Wigan and Leigh College. Whilst this policy extends to groups attending from other organisations (Such as school sampling days etc.) any stop and search procedures will be undertaken in cooperation with the relevant person responsible from the visiting organisation.

### 3.0 PURPOSE

The purpose of this policy is to:

- Promote a safe and healthy learning environment.
- Explain the College's powers for searching students.
- Ensure a College presents a consistent approach to searching students.
- Outline where, when and by whom a student may be searched.

## 4.0 DEFINITIONS

For the purposes of this policy, the following definitions will be used:

<p><b>Prohibited Items</b></p>	<ul style="list-style-type: none"> <li>• Drugs</li> <li>• Drug paraphernalia</li> <li>• Knives* or weapons</li> <li>• Stolen items</li> <li>• Alcohol</li> <li>• Fireworks</li> </ul> <ul style="list-style-type: none"> <li>• Pornographic materials/images including electronic equipment used for storage and or distribution of such material.</li> </ul>
<p><b>Offensive weapon</b></p>	<ul style="list-style-type: none"> <li>• Firearms, of any kind</li> <li>• Knives or other sharp items</li> <li>• Anything made, adapted or intended for use as a weapon.</li> </ul>
<p><b>Drugs</b></p>	<ul style="list-style-type: none"> <li>• Illegal Class A, B and C drugs,</li> <li>• ‘Legal highs’</li> <li>• Solvents (including aerosols, glue, cleaning and lighter fluid).</li> </ul>
<p><b>Drug paraphernalia</b></p>	<ul style="list-style-type: none"> <li>• Self-seal and button bags, grinders, bongs, stash jars / containers, needles, foils or similar items that could be linked to the use of drugs (possession or supply)</li> </ul>

\* It is acknowledged that some students such as Catering, Construction, Arts etc. are required to use knives and other sharps during practical sessions. These items must not be taken outside of the supervised, learning environment. Any personal use equipment (i.e. Catering / Hairdressing etc.) must be securely stored or stowed (Carry cases, sheathes etc.) and carriage kept to an absolute minimum.

## 5.0 RECORD KEEPING, COMPLAINTS AND APPEALS

A record will be made on ProMonitor of all searches under this Stop and Search procedure and the Assistant Principal, Head of Department and the Head of Estates, Health and Safety informed.



Failure to submit to a stop and search shall be dealt with through the Student Disciplinary process. Appeals against any disciplinary action taken for prohibited items found through Stop and Search fall in line with the Appeals procedure in the Student Disciplinary Policy.

Complaints against searching will be dealt with through the College complaints procedure.

## 6.0 MANAGEMENT RESPONSIBILITY

- 6.1 The Principal has overall responsibility for this policy within Wigan and Leigh College. Day to day management responsibility for this policy at each College Site has been devolved to the Assistant Principals and the College Management Team.

## 7.0 AUTHORISED STAFF

- 7.1 The College has a trained and authorised Stop and Search Team:

Louise Brown – Vice Principal  
Claire Foreman – Vice Principal  
Kendra Chant – Assistant Principal  
Maxine Mealey – Assistant Principal  
Sam Stevens – Assistant Principal  
All Heads of Study  
All Heads of Department

- 7.2 The Principal may, at their discretion, authorise additional staff to undertake Stop and Search procedures, providing they are satisfied that the person has sufficient authority, instruction and training to do so.

## 8.0 AUTHORISATIONS

- 8.1 The Stop and Search team can search for **any item** if the student agrees.
- 8.2 Requests for searches to be carried out by the Stop and Search team must be reasonable, necessary and justified.
- 8.3 The Stop and Search team can seize any prohibited item found as a result of a search.
- 8.4 Searches should only be carried out by a member of the Stop and Search team.
- 8.5 For off-site and educational visits, trips or events, the Staff Member Responsible can invite the student to empty their pockets or allow staff to look inside their bags etc. but those staff must not undertake a full search. Two members of staff, with at least one of the same sex as the student, must be present during the inspection. (See Sections 10.0 and 11.0 for further guidance.)

## 9.0 COLLEGE SITES

### 9.1 STOP AND SEARCH WITH CONSENT SEARCHES PROCEDURE

- Colleges are not required to have formal written consent from the student for this sort of search – it is enough for a member of the Stop and Search team to ask a student to turn out his/her pockets or ask if the staff member can look in the students bag or locker, and for the student to agree.
- Where available, CCTV can be checked in order to make a decision whether to conduct a search for an item.
- The member of the Stop and Search team must be the same sex as the student being searched. There must be a witness present (staff member).
- Where possible, the search should take place in view of CCTV cameras.
- Possessions which can be searched including clothing and goods over which the student has or appears to have control e.g. lockers and bags.
- If prohibited items are found, the item must be confiscated and student disciplinary procedure must be followed.
- A record of the incident should be made using on ProMonitor for the attention of the Head of Department and the relevant Assistant Principal. If prohibited items are not found, a record should still be made.
- The student will be invited to a Disciplinary Hearing in line with the Student Disciplinary Policy.
- The outcome of the Hearing will determine the disciplinary procedure, but may lead to expulsion.

### 9.2 STOP AND SEARCH WITHOUT CONSENT PROCEDURE

- Where a student refuses to consent to a search, if it is illegal for the student to have a suspected prohibited item in their possession, the police will be contacted. There is an age limit for some prohibited items. It is illegal for students of all ages to possess knives or weapons, Class A, B or C drugs and stolen items. It is not illegal for students aged 18 or over to possess alcohol, fireworks and pornography. It is not illegal for students of any age to possess drug paraphernalia. However, College policy prohibits the possession of those items, whether illegal or not, on College premises or on events or activities organised or controlled by the College.
- If the police attend and prohibited items are found, the student disciplinary procedure must be followed. The police will be expected to remove the prohibited items otherwise the confiscation procedure will be followed (See section 13.0).
- If the police do not attend, the student disciplinary procedure must be followed.

- A record of the incident should be made using on ProMonitor for the attention of the Head of Department and the relevant Assistant Principal. If prohibited items are not found, a record should still be made.
- The student will be invited to a Disciplinary Hearing in line with the Student Disciplinary Policy.
- The outcome of the Hearing will determine the disciplinary procedure, but may lead to expulsion.

## 10.0 EXTERNAL / COMMUNITY VENUES

10.1 Staff at Wigan and Leigh College, other College venues and external community venues should consider the safety of themselves and other learners when addressing issues regarding prohibited items. It is not always possible or practical to have a member of the College Stop and Search team present and as such, the Staff member responsible for the supervision of students should raise any concern regarding a prohibited item with the student, as they arise.

If there is cause to believe a student has a prohibited item and learning is disrupted, the member of staff should assess the situation and the best option to take.

- The member of staff responsible can ask a student to turn out their pockets or ask if the staff member can look in the students bag or possessions
- A minimum of two staff members must be present including one of the same sex as the student.
- If the student does not consent to a search, the Trip or Event Leader may take the decision to contact the police, taking into account the suspected prohibited item and legality of possession.
- If prohibited items are found, these should be confiscated and the confiscation procedure followed as soon as is practicable (See section 13.0). Where the transport of the confiscated item may present a legal issue (Drugs, weapons etc.) the Staff member responsible should contact the Assistant Principal for further advice or the Police to arrange collection or disposal of the items.
- If it is felt that a request to inspect the student's belongings and etc. may be disruptive to the group as a whole, the member of staff may ask the student to leave the learning environment. Where appropriate, a follow up discussion will be carried out by the teacher/staff member responsible so that the student is aware of the consequences of their actions. If the student refuses to leave, the teacher/staff member responsible may take the decision to contact the police. The Student Disciplinary Policy will apply.
- All details must be recorded on ProMonitor and the responsible Assistant Principal informed.

## 11.0 EDUCATIONAL VISITS OR EXTERNAL EVENTS ETC.

11.1 Students must not have in their possession any prohibited item on an Educational Visit, College organised trip or during an external events.

- If there are reasonable grounds to suspect that a student may have a prohibited item in their possession, the Trip or Event Leader can ask a student to turn out their pockets or ask if the staff member can look in the student's bag or possessions.
- A minimum of two staff members must be present including one of the same sex as the student.
- If the student does not consent to a search, the Trip or Event Leader may take the decision to contact the police, taking into account the suspected prohibited item and legality of possession.
- If prohibited items are found, these should be confiscated and the confiscation procedure followed as soon as is practicable. Where the transport of the confiscated item may present a legal issue (Drugs, weapons etc.) the Staff member responsible should contact the Assistant Principal for further advice or the Police to arrange collection or disposal of the items.
- As soon as possible, the disciplinary procedure will be followed and a record made on ProMonitor.

## 12.0 APPRENTICES, WORK BASED LEARNING AND WORK PLACEMENTS

12.1 Students must not have in their possession any prohibited item whilst on any work placement, regardless of whether it is a paid or unpaid.

- If the employer has reasonable grounds to suspect that a student has a prohibited item in their possession, they may ask the student to leave the premises or contact the police, taking into account the suspected prohibited item and legality of possession.
- If the employer has a stop and search policy (or similar), this must be covered in the placement induction and/or included in the contract of employment.
- Any concerns during placement by the employer should be referred back to the relevant assessor (work based learning students) or personal tutor (work placement). Depending on the concerns, the Student Disciplinary Policy may apply.

12.2 Irrespective of the above, when any student (Whether Apprentice, Work Based or other), attends College, the same rules apply as for Full Time Learners.

## **13.0 CONFISCATION OF PROHIBITED ITEMS**

13.1 An authorised person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence relating to an offence.

- Alcohol, fireworks, pornography or tobacco seized during a search of an under 18 student will be disposed of.
- If 'legal highs' or solvents are found, these can be confiscated and disposed of.
- Illegal drugs, weapons or items which are evidence of an offence will be stored in the Assistant Principals Office or other designated secure location in a lockable cabinet and handed over to the police as soon as possible.
- Stolen items will be stored in the Assistant Principals Office or other designated secure location in a lockable cabinet and handed over to the police as soon as possible. Discretion will be used as to whether the police should be involved for items of low value. Stolen items may be returned to the owner if the staff involved in the incident believe there is a good reason to do so.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be an illegal drug, it should be treated as such.

## **14.0 14-16 SCHOOL LINK PUPILS**

14.1 Any incidences or concerns involving school link pupils will be dealt with in the same way as College students. Where possible, a member of the school staff will be a witness to the search. The teaching staff member responsible for them in College will inform the link staff member in the relevant partner high school of the search and outcome.

14.2 Disciplinary action will be taken in liaison with school protocol wherever possible.

## **15.0 CONTACT WITH PARENTS**

15.1 The College is not required to inform parents of students aged under the age of 18 before a search takes place or to seek their consent to search. Parents of students under the age of 18 will be informed, in line with the Student Disciplinary Policy, if prohibited items are found.

16.1 Staff must assess all factors before commencing a search and take all necessary precautions.

- The search should be undertaken remotely from other students where possible. Be mindful of the right for privacy particularly when removing items from bags etc. which may be of a personal nature. Searches should always be undertaken by at least 2 members of staff, one of which should be of the same gender as the person being searched.
- Other staff may be posted in the vicinity of the search to offer assistance should the student become violent etc.
- Consideration should be given to the location of the search. If possible, position yourselves in sight of CCTV. When undertaking the search in a room, staff should be mindful of their own position to allow an exit or make a suitable escape should the student become violent.
- Staff should wear latex gloves if there is a risk of hygiene issues or contamination. Where there is a possible risk from unseen sharps etc. when searching bags or pockets etc. then puncture resistant gloves should also be worn.
- The search procedure should be fully explained prior to commencing the search and the student reassured.
- Staff should remain calm but assertive throughout the search process.
- All efforts should be taken to de-escalate any tension or aggression presented. If need be, the search should be halted until the student is sufficiently calm to recommence.
- Staff should avoid the use of restraint methods, however, should the student become violent and present a risk to the search team, others or themselves, the search team are within their rights to use reasonable force to restrain the student.
- If the student does not consent or has concerns regarding the search they may present challenging behaviour. If the student becomes upset or emotional, staff should be respectful of their feelings, slow down or suspend the search until the student is reassured and the search can recommence. If there is a risk of aggression or violence, staff must be mindful of the risk to their safety and may suspend the search and contact the Police who will then take control of the process.









# SAFEGUARDING FLOWCHART

What to do if you have concerns/suspicions of abuse

## DISCLOSURE/SUSPICION OF ABUSE

Ensure any discussions take place in a 'suitable' place.  
  
Do not promise to keep the matter confidential, and adhere to the procedures in the Safeguarding, Child Protection and Early Help Policy.

Contact the DSL or available member of the Safeguarding Team.

A ProMonitor confidential comment or CP1 form should be completed and processed.

The DSL will take any necessary action.

## CONCERN FOR SAFETY OR WELFARE

Ensure any discussions take place in a 'suitable' place.  
  
Do not promise to keep the matter confidential, and adhere to the procedures in the Safeguarding Child Protection and Early Help Policy.

Where abuse is suspected or the concern becomes a disclosure

Where abuse is not evident but concerns remain, contact the Safeguarding Team or SLOs for further advice.

You will be directed to the appropriate procedure to follow. This may include;  
 \* completing a Cause for Concern form which will be sent to the Safeguarding Team.  
 \* recommendation to consult support services, e.g. ALS, Wellbeing Services.  
 \* you may be referred to your line-manager, e.g. behavioural issues.  
 \* or to the disciplinary procedure.

Confidential comments on pro-monitor will be used by the Safeguarding Team, HoD and SLOs to communicate information about concerns for students and to seek further advice from colleagues.