



Positive Behaviour for Learning Policy 23-24

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Approved By: M Bowes (Head of Centre)

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Edited By: N Nwenwu

Ambition, Spirit, Vision and Values



Braybrook opens the doors to success where young people have previously faced adversity.

Mission Statement:

Our mission at The Braybrook Centre is to create an environment for our young people with the Spirit of Support, Trust, Achieve, and Respect (STAR). We want our young people to be independent and motivated by their natural curiosity and feel safe to explore. This positive behaviour and relationship policy is designed to promote and role model positive behaviour and relationships.

Rationale:

At the Braybrook Centre we believe that challenging behaviour is a communication of unmet needs or is an adapted, defensive stress response. We understand that young people learn best within positive, trusting relationships and this informs our approach to managing and changing behaviour. We expect staff to work to identify the need and provide appropriate support to meet needs and address these barriers to successful engagement in Centre life and beyond.

We expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is positive. We understand the importance of 'feeling safe' in promoting social engagement, learning and behaviour change. Our focus is to ensure that all young people feel safe within the Centre and develop positive, trusting relationships with all members of the Centre's community.

Centre Environment

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graduated responses to challenges and to prevent, as far as possible, the escalation of difficult behaviours and the use of physical interventions.

The management of young people's behaviour is the responsibility of all members of staff, but the Centre's Pastoral Team (Assistant Headteacher for Behaviour & Attitudes & Pastoral TA) take the lead on managing behaviour. All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a nationally accredited behaviour management and physical intervention strategy. The Braybrook Centre has several experienced staff to provide more intensive support where necessary.

Young people benefit from small class sizes, adaptive teaching, restorative practices, tailored curriculum, additional pastoral support systems and quality first teaching. As part of Lawnswood Campus, the Centre also benefits from being able to access the onsite Counselling Service LITS, the HUB space and internal intervention provision. There is a strong emphasis on the use of positive language, modelling, and encouragement to build young people's self-esteem and relationships. The central environment is kept tidy, well maintained, and bright, with displays that promote positive engagement from young people and value their achievements.

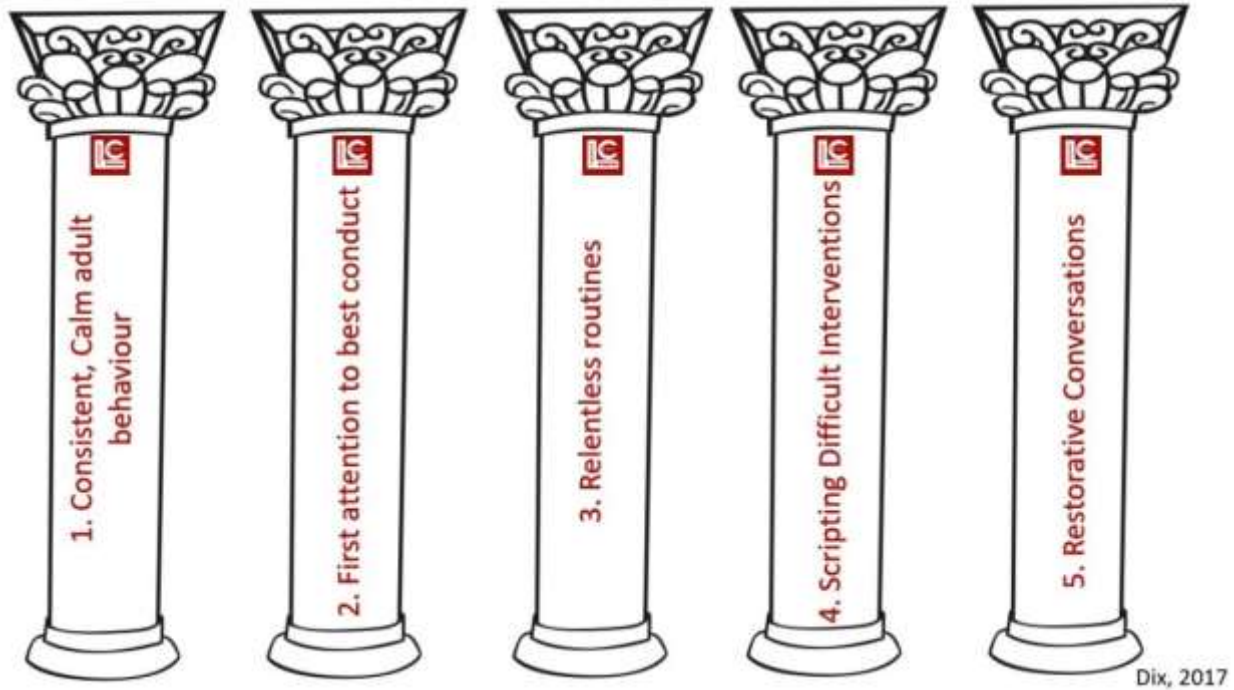
The management of risk is the responsibility of all staff. It will be expected that staff act to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. To support and promote a positive, safety focused ethos and culture within the Centre we operate a rewards system using 'Star Planners', which encourage and rewards young people who take positive ownership over their behaviour choices. Ownership extends to "FAST support workers" taking ownership over their form groups.

Positive Start

On entry to Braybrook each morning young people will be met at the gate. In the Centre there are smiling faces and music in the background which all help to create a positive atmosphere. Staff will engage with young people, informally assessing the mood of our young people. The young people are then expected to walk through the metal detector to ensure the safety of all. They are then asked to place their belongings such as their phone and valuables in their own wallets and hang their coat up.

“This is How we do it here” – Staff Expectations

All staff in the school share these 5 Pillars of Pivotal Practice (Dix, 2017)



1. Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations
2. First attention to best conduct – rewards, recognition, praise, motivation, engagement
3. Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues,
4. Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation
5. Restorative conversations – restorative practice, structuring sanctions, working with the most troubled, developing relationships

We praise in public, we reprimand in private.

Our Pupil Expectations & Non Negotiables

We expect all pupils to....

- Attend your lessons and stay in them
- Follow staff members instructions
- Attempt tasks set by staff to the best of your ability
- Respect verbal and physical boundaries in school
- Reflection on your poor behaviour to improve outcomes
- Be willing to restore relationships when things go wrong
- Let staff know if you cannot regulate your emotions

It is a non-negotiable to **(YOU MUST)**

- Treat others in the school community with; kindness, empathy & mutual respect

- Attend to school in a timely manner



- Wear school uniform



- Hand in valuables (including; snacks, food and drinks) to staff upon



arrival

- Not use; vapes/drugs/cigarettes/alcohol. Either; during/after or before school



- Not; abuse, intimidate or bully anyone in our school community (pupils/staff/visitors/parents/carers)
- Not bring any offensive weapons to school
- Not use non-consensual or over sexualised language or contact
- Not to vandalise any of the equipment or property on the Lawnswood Campus premises
- Not climb the school fences or on the rooftops



Deliberately Building Relationship Capital

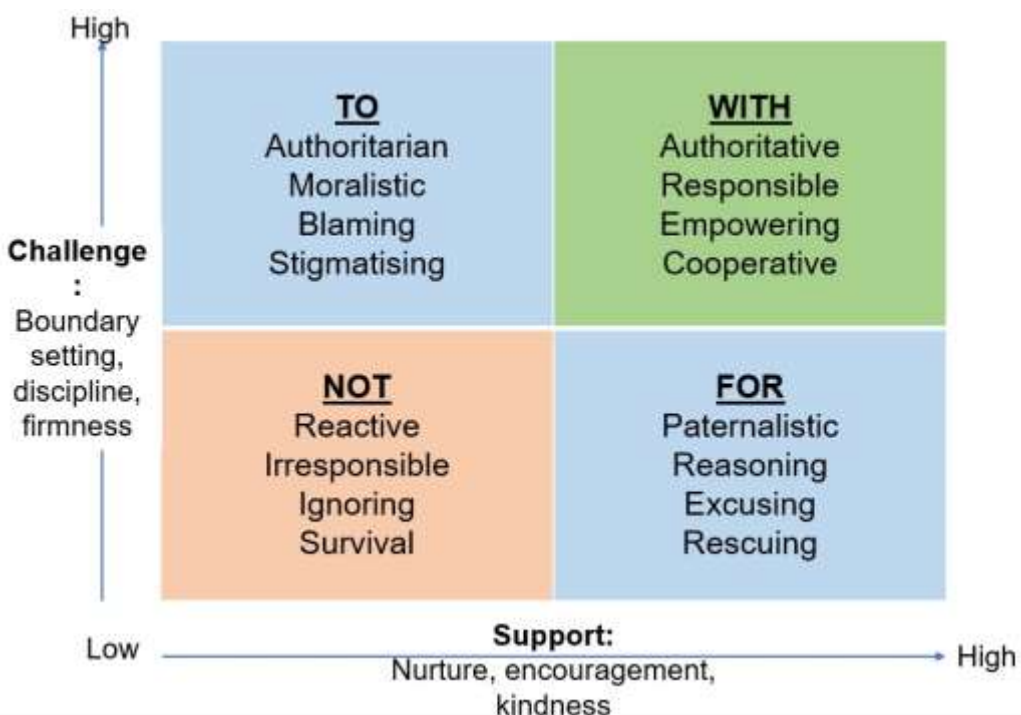
We believe in building relationship capital as the best way to support positive behaviour. We do this in every interaction we have, but also via deliberate “relationship capital” building activities, which are in our curriculum. In the afternoon our enrichment timetable enables staff to interact with young people away from the pressure of outcomes and academic learning expectations, our enrichment offer includes:

Pottery, Art, Sport, Outward Bound/Biking/Hiking, Music/DJ/Guitar, Film Club, Golf, Woodwork, Nail Art, Cooking, Boxing, Pottery, Crafts.

We understand that our vision and values require the presence of positive relationships. Staff and young peoples’ relationships must be built on mutual respect and trust in the same way that we expect that young people’s relationships with their peers must be built upon our Spirit of Support, Trust, Achieve Respect and tolerance for each other.

Building Relationships Model

We strive to make all our interactions with young people fit into the ‘with’ square of the Building Relationships Model, highest challenge with the highest support. Staff reflect on all their interactions to evaluate if “I have stayed within the ‘with’ square?”



Attachment and Trauma Sensitive Approach

A deep understanding of trauma and childhood adversity underpins our approach to positive relationships within our Centre's community. We are committed to ensuring that our Centre develops an Attachment and Trauma Sensitive Approach to ensure that all our young people develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adverse Experiences (A.C.E.) on long-term mental, emotional and physical health. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At the Braybrook Centre, we believe in the power of positive and frequent praise for positive and kind behaviour as a more effective way of improving standards and relationships between young people. Staff within the Centre's environment have a duty to provide positive role modelling.

Our differentiated response to challenging behaviour recognises that our young people are individual and that some will require additional support to achieve the high expectations we have for behaviour for all young people. We aim to actively promote high self-esteem and high aspirations for all young people, through an ethos that values every young person. For young

people, being able to self-regulate and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Our differentiated response:

We ensure a differentiated response to behaviour in several ways:

1. Behaviour Boards

Our Behaviour Boards are a key way of sharing information about our young people:

- **Baseline Behaviour** – What is the norm for a particular young person? Aggressive to staff, gang affiliation, high levels of anxiety etc.
- **Positives/Ways in** – Hobbies, interests, humour, favourite lesson etc.
- **Triggers** – What escalates behaviours? How can you tell they are struggling? Mention dad, goes quiet, time of year etc.
- **Strategies** – How can we de-escalate situations? Predict and prevent, go for a walk, key staff, allow time etc.

2. Risk Assessments

Individual Risk Assessments are continually reviewed and updated, particularly after key incidents. Tutors are expected to keep ownership of these but are available to all staff within the Pastoral Channel of Teams.

3. Behaviour Intervention Room

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

4. Duty Rota

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








5. The HUB

Our HUB Service is an onsite and off-site, one to one provision for Lawnswood Campus. It is a bespoke offer which meets the complex needs of young people for whom provision on site is currently not available or appropriate due to health and safety concerns. All young people are discussed weekly and their learning and engagement journey is monitored carefully with a view to working towards a full-time timetable.

6. Modified Timetables

In Wolverhampton we use Special Personalised Learning Plans (SPLPs) these are agreed with parents, carer, the Head of Centre, young person, and the Local Authority. They are monitored on a bi-weekly basis and are reviewed every 4 weeks.

Rewards & Sanctions

Rewards			
Rewards are awarded for positive engagement in our curriculum and abiding by the school STAR motto which is "SUPPORT, TRUST, ACHIEVE & RESPECT".			
Stage	Frequency	Reward Approach	Image
Level 1:	Daily positive logs	<ul style="list-style-type: none"> Positive phone call home from staff In class teacher rewards system Praise acknowledgement from staff SIMS Log Possibility of attendance award (£5 voucher) Rec room entry 	
Level 2:	Weekly conduct achiever	<ul style="list-style-type: none"> Certification of achievement Possibility of Improved behaviour award (£5 voucher) Shout out on the school twitter SIMS Log 	
Level 3:	Half Termly positive behaviour SIMS	<ul style="list-style-type: none"> Certification of achievement Possibility of Improved behaviour award (£5 voucher) Shout out on the school twitter SIMS Log Positive Reward lunch Reintegration to mainstream school paperwork commenced 	
Level 4:	Termly positive behaviour SIMS logs	<ul style="list-style-type: none"> Certification of achievement Possibility of headteachers award (£10 voucher) Shout out on the school twitter SIMS Log Positive Reward Trip or Voucher Reintegration to mainstream school paperwork completion 	
Sanctions			
Sanctions are given for disengagement in our curriculum and none compliance to the school STAR motto which is "SUPPORT, TRUST, ACHIEVE & RESPECT".			
Stage	Examples of Behaviour;	Sanction Approach	Image
Level 1:	<ul style="list-style-type: none"> Low level disruption Defiance (not abiding by rules) Disrespect (not being respectful) Refusal to follow Instructions Disruption in and out the classroom (not on task) Lateness 	<ul style="list-style-type: none"> Break time catch up Reflection SIMS Logs Rec room ban 	
Level 2:	<ul style="list-style-type: none"> Persistence disruptive behaviour; Continuous defiance (not abiding by rules) Continuous disrespect (not being respectful) Continuous refusal to follow instruction Persistent lateness 	<ul style="list-style-type: none"> Reflection Report Planner Possible change of PM activity Parent/carer meeting SIMS Logs Rec room ban Half day internal AP 1:1 Parent/carer meeting 	
Level 3:	<ul style="list-style-type: none"> Imposing behaviour; Bullying pupils/staff Targeting other pupils/staff Dangerous behaviour in class Dangerous behaviour in the building Damage Vaping on school grounds Persistent Absence 	<ul style="list-style-type: none"> Reflection 1-3 day(s) internal AP 1:1 Change of PM activity Potential specialised pupil learning plan (SPLP) SIMS Logs Rec room ban Parent/carer meeting 	
Level 4:	<ul style="list-style-type: none"> Violent, Aggressive & Dangerous behaviour; Vaping in centre, refusal to listen Weapons Fighting Hitting other pupils Hitting staff Extreme cases of damage Climbing on the roof Non-consensual sexualised contact 	<ul style="list-style-type: none"> 3-5 day(s) internal AP 1:1 HUB referral SPLP SIMS Logs 3-5 day(s) Suspension Possible alternative provider referral Parent/carer meeting Permanent Exclusion for extreme cases. 	



SEND – Graduated Response, Provision map learning plans, pupil reviews

We follow four steps to support a young person in crisis:

1. Protect: Move to a safe space; increase social engagement, reduce the stress, remove the audience, protect their dignity
2. Relate: Show empathy, listen, find words for feelings, allow the young person to feel understood
3. Regulate: Mindfulness, Microscript, physical intervention, protect dignity
4. Reflect: Emotional Coaching; restorative practice asking five key questions to ensure the conversation is reflective yet is not detrimental to a young person's view of themselves.

Damage

All staff should try and prevent damage from occurring. If it continues despite staff requests, staff can use Team Teach to prevent significant damage. All young people will then be expected to either support the repair of the damage or pay a contribution towards the cost of repair. The behaviour team must be informed so a letter can be sent to parents.

Searching young people:

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

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

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

- knives and weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Absconding

If a young person absconds, staff are to follow and keep the young person within eye distance. Staff will need to inform Senior Leaders, parent/carer will then be contacted. If the young person is deemed to be vulnerable because of their age, Child Sexual Exploitation (CSE) risk or being in an unfamiliar location the Police will need to be contacted to report the child missing.

Physical Intervention:

All staff are trained annually through “Team Teach”, Team Teach is an accredited, awardwinning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.

“Team teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”

We use physical intervention as a very last resort and use a wide range of de-escalation techniques first. However, physical restraint may be required if:

1. Young people are harming themselves
2. Young people are harming others
3. Young people are disrupting the learning environment
4. Young people are damaging school property
5. A criminal offence is being committed

When staff use team teach, or adaptive positive handling techniques, the “bound book” is to be filled out at the earliest and most convenient moment on the day of the incident, with a debrief

for all involved. Bound book entries should marry up to all IRF's and any R1 forms which are necessary.

Further procedures for how to deal with such incidents are found in the Campus' "Positive Handling Policy".

Violent Incidents:

There are sometimes when the young people are in such a heightened state that they may become violent. Staff are to use every de-escalation tool they have, but if under threat from serious violence, physical intervention maybe used. If the situation cannot be resolved by staff, Police can be contacted, the Centre Senior Leader and Executive Head must be informed. Any violent incidents towards staff must be recorded on SIMs, an incident form, and a IR1 Form.

Problematic sexual behaviour that requires intervention:

All staff working at The Braybrook Centre have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff challenge any unacceptable or harmful behaviour. All incidents are recorded and investigated by the DSL and using safeguarding concerns forms, CPOMs, sexual behaviour referral forms and Multi Agency Support HUB (MASH).

Peer on Peer Abuse:

Peer-on-peer abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender-based violence. All staff have a responsibility to pass any safeguarding concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) using CPOMs.

Race Hate:

At the Braybrook Centre we teach about acceptance and tolerance. Any racial abuse must be challenged by all staff and reported to the Senior Leadership, entered onto SIMs and sent to the Local Authority using an R1 Form. Interventions will then be put in place as well as a restorative conversation to ensure relationships are repaired.

Homophobic Comments:

At the Braybrook Centre we teach about acceptance and tolerance. Any homophobic abuse must be challenged, reported to the Senior Leadership, entered onto SIMs and sent to the Local Authority using an R1 Form. Interventions will then be put in place as well as a restorative conversation to ensure relationships are repaired.

Think Before We React or Speak

We all understand when any occasion in which harm, disruption or conflict occurs a restorative response involves first asking ourselves a set of **'silent questions'** based on the five key themes:

Restorative Practice

At the Braybrook Centre Restorative Practice is at the heart of everything we do. Our aim is to develop a healthy community, increase social capital and to manage tension, conflict and antisocial behaviour by using both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.

The Restorative Conversation

	Theme	Language
1	Everyone has their own unique and equally valued perspective	What's happening from my own perspective? What am I seeing and hearing?
2	Our thoughts influence our emotions; our emotions influence our behaviour	What's going through my mind? What sense am I making of this? How is this interpretation affecting my own emotional response?
3	Empathy and consideration	How am I being affected?
4	Needs and unmet needs	What do I need right now - is it appropriate to bring these needs into the equation right now?
5	Collective responsibility for the choices made and for their outcomes	Will I invite the others here to consider my needs as well? Can I support them to find ways forward without my interference, or do I need extra support myself?

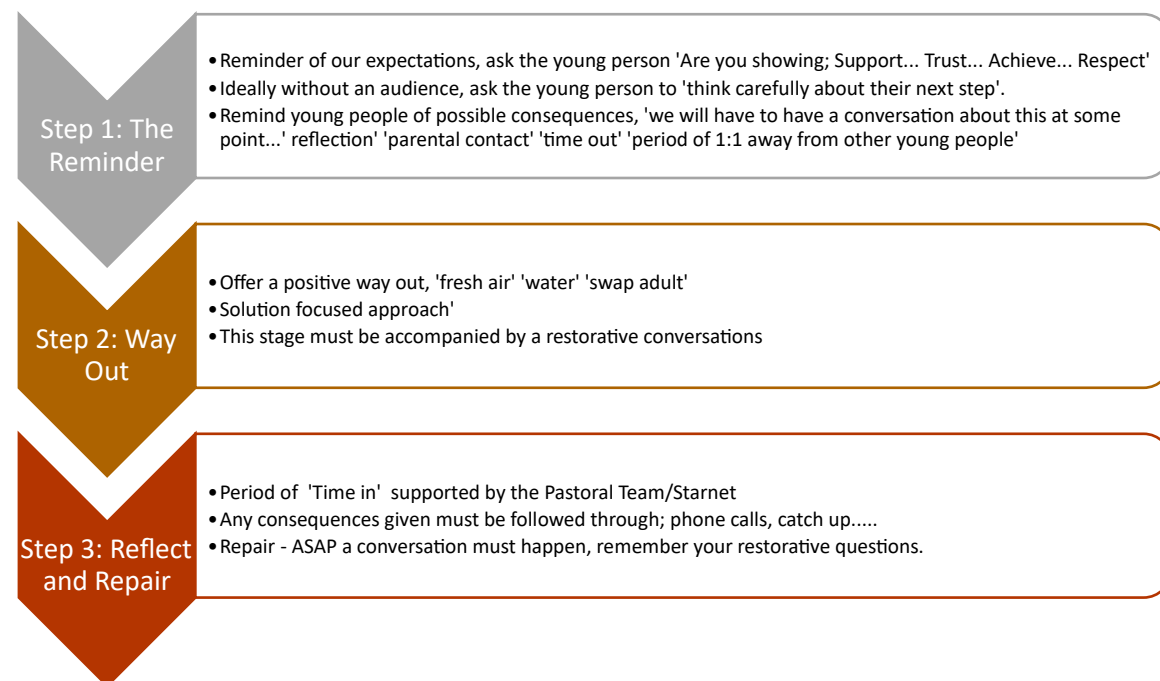
Our staff carry out these restorative conversations throughout the day, but particularly after an incident with a young person. These conversations can happen at any time, whenever possible before that young person leaves that day (positive point on SIMS – RESTORATIVE) , we have

reflection time for those who aren't ready for this stage yet, where pupils complete a reflective sheet Allowing every day to be a new day.

The Restorative Eight:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Our Behaviour Steps for Staff



Young Person's Voice

Our young people have a voice. We have a strong young person's council who meet regularly and feedback to the staff. We assess young people's wellbeing via tools as the Emotional Literacy Checklist, PASS survey, LITS service and through the YLT (Youth leadership team). Termly questionnaires gain an insight to pupil's experiences.

Working with Parents/Carers

Clear communication on behaviour issues with parents/carers is critical. FAST support workers call parents/carers weekly if young people have had positive days, and alongside the behaviour team will contact if issues need discussing. Simple agreements that give the young person the same message have maximum impact. Parents/carers must take responsibility for their young person's behaviour – this responsibility does not stop at the school gate. Some of our best moments as a centre are events such as the Christmas Fayre or Graduation when parents/carers came in for positive support.

Working in partnership

As a Centre we work in close partnership with a range of agencies to improve outcomes for our young people. This includes working with partners such as;

- Multi Agency Support Hub
- Education Welfare
- SENSTART
- School Nurse
- Connexions
- YOT
- Catch 22
- Base 25
- Wolverhampton 360
- Educational Psychology for everyone (EP Service)
- Police Panel
- VRP (Violence reduction partnership)
- Black country careers hub

This might be through additional support given to those young people within classroom settings and during break and lunchtime.

Being Inclusive

We do not give up on young people; we provide chance after chance. Using a “dynamic” approach, we utilise several types of provision ranging from SPARK, Liminal, Brightstar Boxing, InPower, Intervention room; The HUB to support our young people and make them feel included. The aim is to always provide our young people with a chance to put things right and demonstrate positive behaviour and re-engage with their learning. We believe in an inclusive culture and therefore do not exclude our young people.

Appendix A: The Braybrook Centre The Role of FAST Support Worker(s) 2023-2024

Pastoral Care ~ Support & Guidance

**Safeguarding Communication Attendance Uniform Behaviour Tutor Time Tutor Time
Programme**

The role of the Form Tutor is vital to the efficient running of Lawnswood Campus and Tutors offer guidance, support and encouragement throughout the student's time with us. The Tutor/ FAST support worker should be the first person to whom a young person will turn to for help or advice, although it may sometimes be necessary to refer the matter the Head of Centre. It is through regular daily contact that unobtrusive care is exercised. Tutors must 'own' their tutees and do everything they can to ensure that their safeguarding (health, safety and welfare) is the main priority. The main functions are as follows:

A. SAFEGUARDING

- Ensure the health, safety and welfare of tutees
- Complete Safeguarding Concern forms for tutees if there are safeguarding concerns
- Attend CAMHS meetings to support tutees
- Identify counselling needs
- Share any Safeguarding concerns at the Debrief at the end of every day

B. COMMUNICATION

- Contact with home regularly via phone calls or emails
- Contact with transition schools regularly via phone calls or emails
- Contact with external agencies when necessary via phone calls, text or emails
- Write termly tutor comment reports
- Share any communication concerns at the Debrief at the end of every day

C. ATTENDANCE

- Analyse weekly attendance data
- Identify patterns of lateness and absence weekly and take SWIFT action with the Attendance Officer
- Attendance display in classroom which is updated monthly
- Share any attendance concerns at the Debrief at the end of every day

D. UNIFORM

- Ensure that tutees wear the correct uniform and that it is addressed in Tutor Time
- Contact home if uniform is becoming an issue via phone call, text or emails
- Support tutee to have correct uniform
- Share any uniform concerns at the Debrief at the end of every day

E. BEHAVIOUR

- Discuss Learning and Behaviour STAR Planner during Tutor Time
- Encourage tutees to follow Behaviour Expectations – Racy, Respectful, Safe
- Nominate tutees for Rewards lunch for Attendance, Behaviour or Learning improvement
- Support tutees in restorative conversations after behaviour incident
- Keep a record of STAR points for tutor group awards
- Encourage tutees involvement in eating lunch and lunchtime activities
- Phone parents/carers regarding challenging behaviour and test parents for positive behaviour
- Share any behaviour concerns at the Debrief at the end of every day

F. ME TIME

- Settle tutees and give them an opportunity to talk, laugh, give praise, encourage reflection, build trust and relationships
- Ensure Tutor Time Slide is on display
- Talk about STAR logs during form and greet with morning praise
- Follow the timetable of Tutor Time activities in Personal Development TEAMS channel
- Use Picture News each week
- Ensure you have different reading materials for Reading time
- Read EHCP and know tutees outcomes
- Read PEP for CAYPIC and know tutee outcomes
- At the end of Tutor Time ensure tutees feel listened to and ready to learn
- Inform staff of tutee birthdays and sort cards and cake
- Know your tutees and share with staff any barriers to learning and strategies that are needed to support on the Behaviour Boards
- Share any Tutor Target Time concerns at the Debrief at the end of every day
- CHAMPION your tutees at all times!

G. *FAST Workers:

- Support – Mr Wilkinson & Miss Frazer
- Trust – Mr Sanghera & Miss Jones
- Achieve – Miss Leaver & Miss Ram
- Respect – Mr Mohammad & Miss Russell
- Integrity – Miss Kumar & Mr Paul
- Empathy – Miss Downie & Miss Porter

*FAST Worker's groups/case loads may vary throughout the academic year, this is to be shared with all staff members and key stakeholders to the child.

Appendix B: The Braybrook Centre Physical Intervention Policy 2023-2024 Purpose

The purpose of this policy is to make clear the position of The Braybrook Centre with regards to necessary physical interventions and to safeguard the well-being of both the young people and staff when a situation or incident requires the use of physical intervention.

It is the objective of The Braybrook Centre to maintain consistent and safe practices in the use of handling, reasonable force & restraint.

Physical Intervention and the Law

The law allows all adults who are authorised by the Head of Centre to be responsible for young people to use such force as is reasonable to prevent a young person:

- a) Committing a criminal offence

b) Causing personal injury, injury to others or damage to property

c) Engaging in any behaviour prejudicial to maintaining good order and discipline

Staff should not hesitate to act in these situations provided they follow this policy and the attached guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

Definition of Terms:

- Handling – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a young person in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.
- Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the young person, member of staff or others present at the time of physical intervention.
- Restraint - is the positive application of force in order to actively prevent a young person from causing significant injury* to him/herself or others or seriously damaging property.
*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by willful or reckless behaviour and self-poisoning.
- It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

Implementation of Physical Intervention

All permanent staff are Team Teach trained and complete a refresher each year and new staff are trained as part of their Induction programme.

All Team Teach trained members of staff working with young people at The Braybrook Centre are authorised to handle, use reasonable force or restrain young people if/when such physical intervention is necessary.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

In all circumstances where physical intervention is or may become required, members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering handling, use of reasonable force or restraint must provide opportunity for the young person to alter their behaviour/actions **using verbal de-escalation techniques** before employing a physical intervention strategy and should continue to make instructions to the young person and details of their intended interventions clear.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time (additional guidance regarding what intervention is and is not appropriate is given below).

Recording Physical Intervention

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded in the Physical Intervention Bound Book.

The Head of Centre should be informed of the intervention that has taken place. It is the responsibility of the intervening member of staff to complete the Physical Intervention Bound Book on the day that the intervention took place.

The circumstances and nature of the physical intervention will be held on the record of the young person involved. The Head of Centre will ensure that Parents/Carers are appropriately informed.

For the safeguarding of both staff and young person, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.

Guidance for Staff re: Handling, Use of Reasonable Force & Restraint

Purpose of this document

- To provide for the safety and security of young people in need of physical intervention.
- To clarify for staff the steps they are allowed to take if a situation requiring physical intervention arises
- To enable staff to distinguish between what intervention is and is not acceptable.
- To help ensure that any physical intervention is minimal, infrequent, recorded and that relevant authorities and parents are appropriately informed.

The decision to employ a Physical Intervention Strategy:

- You should be aware that all staff who have responsibility for a young person or group of young people are authorised to employ physical intervention strategies in the event they are necessary and that the law allows you to intervene in this manner.
- You should however be aware that you have a choice whether or not to intervene physically in any given situation and that you should not do so if you are uncomfortable with the situation or not confident to deal with it effectively.
- You should be aware that in the event that you employ a physical intervention strategy, the Parents/Carers of the young person will be informed of your actions, the record of the intervention will be kept on the young person's file and in the Physical Intervention Bound Book.

In what way can you Physically Intervene?

Any application of physical intervention must only use the minimum force for the minimum amount of time. There are a number of ways in which you can physically intervene and you must choose the strategy appropriate to the situation and presenting least risk to yourself, the young person and other people.

Appropriate actions include;

Shepherding or Guiding; using body positioning and positive gestures to move a young person away from harm. This may include the placing of a hand on the back (between the shoulder blades) and using reasonable force to actively move them from one place to another.

Blocking or Interposing; placing yourself between the young person and their objective (e.g. exit, another young person) thereby preventing the potential injury damage or prejudice to good order.

Holding and Leading; leading the young person (with open hand e.g. by the upper arm) to prevent them from injury, damage, etc.

In cases of resistance from a young person, it may be necessary to employ holding to effectively achieve shepherding and, hence you are actively leading them away.

Restraining; used only in the most extreme cases, restraining may require a significant amount of force in order to prevent significant injury (as described in the policy).

Essentially, restraining is a more extreme version of holding, may require more than one adult and may last significantly longer than other strategies. However, the same care must be taken to restrain a young person appropriately.

In what ways must you NOT Physically Intervene?

The purpose of physical intervention is essentially to maintain good order and ensure the safety of all individuals, therefore it is never appropriate to employ a physical intervention strategy if you are not in control of your own emotions. **Physical interventions must never be employed in anger or frustration. If you find yourself angry or frustrated by the situation at hand you must step back and allow someone else to manage the issue.** It is never appropriate to use physical intervention strategies as a punishment. Just as there are a number of acceptable intervention strategies, there are also a number of actions it is completely inappropriate to take.

Inappropriate actions include;

- Hitting or Striking; while it is entirely possible that in the course of an intervention (e.g. breaking up a fight) you may be hit yourself, you must not strike a young person.
- Deliberately inflicting pain; it is not okay to twist limbs or put pressure on joints (e.g. arm up a young person's back), pull or hold hair, pinch or hold a young person in a pain inducing way (e.g. by the ear).
- Making contact with sexually sensitive areas of the body; where at all possible contact should be restricted to arms, shoulders and the back as previously described.
- Restricting breathing; by holding round the throat or for a prolonged period around the chest. It is also never appropriate to sit on/straddle a young person or hold them face down to the floor.

Guidance for managing your intervention:

- a) Always give a young person an opportunity to resolve the situation without use of physical intervention first.
- b) Always send for assistance from colleagues or another authorised adult; other young people should never be involved in physical intervention. You may have to intervene before help arrives, but not managing this entirely on your own is safer for all concerned.
- c) Be aware of your emotions. Are you comfortable and confident to deal with this scenario without anger? If not – don't intervene.
- d) Continue to communicate with the young person (and witnesses) throughout the incident even if the young person doesn't respond. Be clear about what you are doing and inform the young person that the intervention will cease when it is no longer necessary.
- e) Apply only appropriate strategies and the minimum required force to achieve the required outcome (prevention of injury/harm, young person/staff safety, restoration of good order). Release the young person once this has been achieved.
- f) Manage the situation calmly – even if the young person responds negatively.
- g) Complete the Physical Intervention Bound Book as soon as possible after the event.

Minimising the need for Physical Intervention In most circumstances:

Physical Intervention really should be a last resort or an emergency action. Therefore, all staff should:

- endeavour to create a calm environment which will minimise the risk of incidents where the use of physical intervention may be required;
- endeavour to teach young people how to manage strong emotions and conflict through opportunities for SMSC and wider aspects of the Centre curriculum;
- quickly seek to de-escalate incidents if they do arise;
- only use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force;
- aware of risk assessments and positive handling plans for specific individual young people.

A list of authorised personnel is available from The Braybrook Centre but will include all teachers and staff who are contracted by the Centre.

Appendix C: The Braybrook Centre

Searching, Screening and Confiscation (DfE July 2022)

Introduction:

Ensuring Centre staff and young people feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation

powers appropriately is an important way to ensure young people and staff welfare is protected and helps Centre's establish an environment where everyone is safe.

This advice is intended to explain the Centre's screening, searching and confiscation powers so that Heads of Centre and other staff have the confidence to use them if necessary.

The Centre and their staff are an important part of the wider safeguarding system for young people. This system is described in the statutory guidance Working Together to Safeguard Children. Keeping Children Safe in Education makes clear that all Centre staff have a responsibility to provide a safe environment in which young people can learn.

Before screening or conducting a search of a young person, it is vital that the Centre considers their obligations under the European Convention on Human Rights.

Under Article 8, young people have a right to respect for their private life. In the context of these rights and obligations, this means that young people have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a Centre (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A Centre exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Searching:

Searching can play a critical role in ensuring that the Centre is a safe environment for all young people and staff. It is a vital measure to safeguard and promote staff and young people's welfare and to maintain high standards of behaviour through which young people can learn and thrive.

Heads of Centre and staff they authorise have a statutory power to search a young person or their possessions where they have reasonable grounds to suspect that the young person may have a prohibited item or any other item that the Centre expectations identify as an item for which may be searched. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence,
- to cause personal injury to, or damage to property of; any person (including the young person).

An article specified in regulations:

- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Under common law, Centre staff have the power to search a young person for any item if the young person agrees. The member of staff should ensure the young person understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item, especially knives, weapons, illegal drugs or stolen items, may mean that the young person is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement and in some cases may be involved in child criminal exploitation.

A search may play a vital role in identifying young people who may benefit from early help or a referral to the Local Authority Children's Social Care Services.

The Centre's behaviour policy should outline the banned items for which a search can be made. This must include the list of prohibited items and may include other items which a Head of Centre has decided are detrimental to maintaining high standards of behaviour and a safe environment.

The Centre's behaviour policy should be communicated to all members of the Centre community to ensure expectations are transparent to all young people, Parents/Carers and staff, and provide reassurance that any searching of a young person will be implemented consistently, proportionately and fairly, in line with the Centre's policy.

When exercising their powers, the Centre must consider the age and needs of young people being searched or screened. This includes the individual needs or learning difficulties of young people with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a young person has a disability.

Centre staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

The role of the Head of Centre, the Designated Safeguarding Lead and authorised members of staff:

Only the Head of Centre, or a member of staff authorised by the Head of Centre can carry out a search.

The Head of Centre can authorise individual members of staff to search for specific items, or all items set out in the Centre's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The Head of Centre can require a member of the security staff to undertake a search.

If a security guard, who is not a member of the Centre staff, searches a young person, this guidance should be followed and the person witnessing the search should be a permanent member of staff.

Head of Centre may not require any other member of staff to undertake a search if they refuse.

The Head of Centre should oversee the Centre's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all young people and staff with support from the Designated Safeguarding Lead (or Deputy).

The Head of Centre should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a young person who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the young person who is being searched.

The Designated Safeguarding Lead (or Deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a young person was in possession of a prohibited item. The staff member should also involve the Designated Safeguarding Lead (or Deputy) without delay if they believe that a search has revealed a safeguarding risk. If the Designated Safeguarding Lead (or Deputy) finds evidence that any young person is at risk of harm, they should make a referral to Children's Social Care Services immediately (as set out in part 1 of Keeping Children Safe in Education). The Designated Safeguarding Lead (or Deputy) should then consider the circumstances of the young person who has been searched to assess the incident against potential wider safeguarding concerns. **Before Searching:**

A search can be considered if the member of staff has reasonable grounds for suspecting that the young person is in possession of a prohibited item or any item identified in the Centre expectation for which a search can be made, or if the young person has agreed.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other young people and staff.

Before any search takes place, the member of staff conducting the search should explain to the young person why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the young person before conducting a search. If the young person is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

are in possession of a prohibited item;

do not understand the instruction;

are unaware of what a search may involve;

have had a previous distressing experience of being searched.

If a young person continues to refuse to co-operate, the member of staff may place consequences for the young person in line with the Centre's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Head of Centre, Designated Safeguarding Lead (or Deputy) or member of staff who may have more information about the young person.

During this time, the young person should be supervised and kept away from other young people.

If the young person still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items. The decision to use reasonable force should be made on a case-by-case basis.

The member of staff should consider whether conducting the search will prevent the young person harming themselves or others, damaging property or from causing disorder.

During a search:

Where: An appropriate location for the search should be found. Where possible, this should be away from other young people. The search must only take place on the Centre premises or where the member of staff has lawful control or charge of the young person, for example on a Centre trip.

Who: The law states the member of staff conducting the search must be of the same sex as the young person being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a young person of the opposite sex and/or without a witness present only:

if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;

in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the young person or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a record of the search is kept.

The extent of the search:

A member of staff may search a young person's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the young person to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the young person has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the Centre for any item provided the young person agrees.

The Centre can make it a condition of having the locker or space that the young person agrees to have these searched.

If the young person withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the Centre expectations for which a search can be made.

A young person's possessions can only be searched in the presence of the young person and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

Strip Searching:

A strip search is a search involving the removal of more than outer clothing.

Strip searches on Centre premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

While the decision to undertake the strip search itself and its conduct are police matters, Centre staff retain a duty of care to the young person(s) involved and should advocate for a young person's wellbeing at all times.

Before calling police into Centre, staff should assess and balance the risk of a potential strip search on the young person's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.

Staff members should be sensitive to whether such outer clothing is worn for religious reasons when conducting a search.

Searches may entail different levels of invasiveness and exposure.

A search under PACE Code A that involves removing more than outer clothing but does not expose intimate parts of the body would not require the presence of an appropriate adult. However, from a young person wellbeing perspective, Centre's may wish to involve an appropriate adult as a matter of course during all searches conducted by police.

Once the police are on Centre premises, the decision on whether to conduct a strip search lies solely with them and the role of the Centre is to advocate for the safety and wellbeing of the young person(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a Parent/Carer of the young person suspected of concealing an item in advance of the search, even if the Parent/Carer is not acting as the appropriate adult.

Parents/Carers should always be informed by a staff member once a strip search has taken place.

Centre should keep records of strip searches that have been conducted on Centre premises and monitor them for any trends that emerge.

The process the police must follow during a strip search:

Except in cases of urgency where there is risk of serious harm to the young person or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the young person, one of which must be the appropriate adult.

If the young person's Parent/Carer would like to be the appropriate adult, the Centre should facilitate this where possible.

Police officers carrying out the search must be of the same sex as the young person being searched.

An appropriate adult not of the same sex as the young person being searched may be present if specifically requested by the young person. Otherwise, no-one of a different sex to the young person being searched is permitted to be present, and the search must not be carried out in a location where the young person could be seen by anyone else.

Except in urgent cases as above, a search of a young person may take place without an appropriate adult only if the young person explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search and the appropriate adult agrees.

A record should be made of the young person's decision and signed by the appropriate adult.

The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances.

Strip searching can be highly distressing for the young person involved, as well as for staff and other young people affected, especially if undertaken on Centre premises. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the young person might have concealed such an item.

The role of the appropriate adult is to safeguard the rights, entitlements and welfare of children and vulnerable adults in police custody. This adult must not be a police officer or otherwise associated with the police. Examples of an appropriate adult include, but are not limited to, a parent, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. Note that an appropriate adult is not required when a young person is eighteen or above.

Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

After-care following a strip search:

Young people should be given appropriate support, irrespective of whether the suspected item is found.

If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the Centre which gives attention to the young person's wellbeing and involves relevant staff, such as the Designated Safeguarding Lead (or Deputy).

Safeguarding should also be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the young person to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a

strip search in the first place. In both cases, young people should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it.

Centre staff should give particular consideration to any young people who have been strip searched more than once and/or groups of young people who are more likely to be subjected to strip searching with unusual frequency and consider preventative approaches.

After a search:

Whether or not any items have been found as a result of any search, the Centre should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the young person is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, Centre staff should follow the Centre's child protection policy and speak to the Designated Safeguarding Lead (or Deputy) as set out in Part 1 of Keeping Children Safe in Education. They will consider if pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

If any prohibited items are found during the search, the member of staff should follow the guidance on confiscation.

If a young person is found to be in possession of a prohibited item then the staff member should alert the Designated Safeguarding Lead (or Deputy) and the young person should be sanctioned in line with the Centre's behaviour policy to ensure consistency of approach.

Further information on safeguarding can be found in Keeping Children Safe in Education and Working Together to Safeguard Children.

Recording searches:

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the Centre's safeguarding reporting system (CPOMS), including whether or not an item is found. This will allow the Designated Safeguarding Lead (or Deputy) to identify possible risks and initiate a safeguarding response if required.

Headteachers may also decide that all searches for items banned by the Centre expectations should be recorded.

Staff members should follow the Centre policy in these cases.

The Centre is encouraged to include in the record of each search:

- the date, time and location of the search;
- which young person was searched;
- who conducted the search and any other adults or young people present;
- what was being searched for;

- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search.

The Centre who conducts a high number of searches should consider whether the searches fall disproportionately on any particular groups of young people by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

Informing Parents/Carers:

The Centre should reinforce the whole-Centre approach by building and maintaining positive relationships with Parents/Carers.

Parents/Carers should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable.

A member of staff should inform the Parents/Carers of what, if anything, has been confiscated and the resulting action the Centre has taken, including any sanctions applied.

The Centre should consider that in some circumstances it might also be necessary to inform Parents/Carers of a search for an item banned by the Centre policy.

Any complaints about searching, screening or confiscation should be dealt with through the normal Centre complaints procedure.

Screening:

Screening can help provide reassurance to young people, staff and Parents/Carers that the Centre is taking measures to create a calm, safe and supportive environment.

The Centre's statutory power to make expectations on young person behaviour and their duties as employers in relation to the safety of staff, young people and visitors enables them to impose a requirement that young people undergo screening.

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all young people for weapons before they enter the Centre premises.

Before considering the installation and use of any technology for screening, the Head of Centre is encouraged to consult with the local police who may be able to provide advice about whether installation of these devices is appropriate.

If a Head of Centre decides to introduce a screening arrangement, they should inform young people and Parents/Carers in advance to explain what the screening will involve and why it will be introduced.

Where a young person has a disability, the Centre should make any reasonable adjustments to the screening process that may be required.

If a young person refuses to be screened, the member of staff should consider why the young person is not co-operating and make an assessment of whether it is necessary to carry out a search.

Confiscation Items found as a result of a search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or young people;
- is prohibited or identified in the Centre Expectations for which a search can be made.
- is evidence in relation to an offence.

Prohibited or illegal items:

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so.

In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the young person.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must Legally, be delivered to the police as soon as reasonably practicable.

The Centre does not have to give the name of the young person from whom drugs have been taken to the police. The Centre should consider this on a case-by-case basis.

Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though Centre staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the Centre;
- whether retaining or returning the item to the owner may place any person at risk of harm;
- whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of.

In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item;
- whether and when it is safe to return the item.

If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

Members of staff should use their judgement to decide to return, retain or dispose of any other items banned under the Centre expectations. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can

safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the young person or parent;
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the Centre.

Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the Centre.

Electronic Devices:

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead (or Deputy) as the most appropriate person to advise on the Centre's response. Handling such reports or concerns can be especially complicated and Centres should follow the principles as set out in Keeping Children Safe in Education. The UK Council for Internet Safety also provides the following guidance to support Centre staff and Designated Safeguarding Leads.

Sharing Nudes and Semi-Nudes:

Advice for education settings working with children and young people. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining whether there is a 'good reason' to examine the data or

files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the Centre and disrupt teaching, or be used to commit an offence.

In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the young person and/or the Parent/Carer refuses to delete the data or files themselves.

Confiscation as a Disciplinary Penalty:

The Centre's general power to discipline enables a member of staff to confiscate, retain or dispose of a young person's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Appendix D: The Braybrook Centre

Absconding Guidance 2023-2024 Introduction:

For the purpose of this staff guidance, the term 'absconding' is used to cover incidents of young people leaving the Centre unaccompanied and without the prior knowledge of staff.

Principles and Purpose:

- To abscond is to 'leave without permission' Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their young people.
- This duty of care requires that all reasonable steps are taken to ensure that young people are safe and remain within the care of the Centre at all times throughout the day and during Centre led activities.
- The safety strategies will be dependent on school phases (ages) and vulnerability of specific individuals.
- Everyone who comes into contact with young people and their families has a role to play in safeguarding children.
- Young people who go missing are potentially at risk of harm, and a significant number, because of their circumstances, may face the risk of sexual, criminal or economic exploitation.
- Young people absconding or go missing from care, home and education is a key risk factor in safeguarding children.
- All staff have a responsibility to provide a safe environment in which young people can learn. (Keeping Children Safe in Education & Working Together to Safeguard Children)
- This guidance sets out the procedures for maintaining safety and dealing with event of a young people going missing from Centre and Lawnswood Campus site promptly and efficiently.
- It is the Centre's responsibility to safeguard the health, safety and wellbeing of young people whilst in our care.
- This guidance is to assist you with our existing safeguarding policies and should complement and enhance the following policies already in place – i.e. Safeguarding Policy, Positive Behaviour and Relationships policy, Whistleblowing procedures, Data Protection, SEND policy, Health and Safety policy and First Aid policy.

- Many young people have special educational needs or are vulnerable in terms of lack of understanding of their own safety and the significance of Centre expectations relating to attending and absconding.
- As a direct result of this, the Centre places high importance on awareness for staff regarding matters of safety, security and support for young people.
- Staff work with young people to raise their understanding of safe behaviours both in Centre and in the community and provide each young person with purposeful educational and community experiences which are engaging, creative and suitable to their individual need, interest and ability.
- Where a young person is known to present a high risk of absconding and placing themselves or others in danger the Centre will create an individual assessment of risk reflecting those needs and how to address these in a positive way.
- In the event of a young people absconding from a Centre, a member of available staff will become the lead person.

Staff Awareness:

It is the responsibility of all staff:

- To ensure that they follow security and safety procedures to maintain the safest possible environment for the young person.
- Familiarise themselves with the Positive Behaviour and Relationships Policy and the individual strategies for support within each young person's Behaviour Support Plans and Risk Assessments.
- Required to be vigilant in their recording of all young people's attendance.

Risk Assessments:

The safety and welfare of our young people is paramount. In order to ensure the continued safety of all young people in our Centre, individual environmental and activity risk assessments are carried out and maintained by the member of staff in charge. The risk assessment will detail measures and controls, which are in place to safeguard individual young people. Teachers and TAs should have 'eyes on' to ensure their young people are in sight at all times where possible.

In the event that a young person absconds staff must activate the following procedure:

From a Lesson:

- Subject TA to alert staff on TEAMS channel – Out of lesson and send TEAMS chat message to alert the Leadership Team, Safeguarding Officer and Attendance Officer

- Safeguarding Officer and Attendance Officer will organise a search of the building and grounds, calling on available staff to support.
- The Teacher and TA must ensure that the rest of the young people are safe and appropriately supervised in the classroom.
- Safeguarding Officer or Attendance Officer must inform Executive Headteacher and the Leadership Team if a young person is not located within a reasonable timeframe (20 minutes).
- The Safeguarding Officer or Attendance Officer will contact Parents/Carers to inform them of the situation.
- If the young person is deemed to be at significant risk and not located within a reasonable timeframe (30 minutes), the Safeguarding Officer or Attendance Officer must contact police using 101 and advise that a young person is missing, providing a full description, including the clothes they were wearing when last seen.
- Once a young person has been found the Safeguarding Officer or Attendance Officer will brief the Police, Parents/Carers and staff as necessary.
- Safeguarding Officer or Attendance Officer complete a full and detailed report of the incident must be completed on CPOMS; this must include times, date, significant decisions made, actions taken, when and by whom i.e. police contact, Parents/Carers informed etc.
- A restorative meeting should take place with the young person and the Leadership Team before they leave at the end of the day or the next morning if appropriate.

From the Site:

Where a young person is seen to leave the Lawnswood Campus site without permission or support, the following procedures should be followed:

- Subject TA to alert staff on TEAMS channel – Out of lesson and send TEAMS chat message to alert the Leadership Team, Safeguarding Officer and Attendance Officer
- Safeguarding Officer and Attendance Officer will organise a search of the building and grounds, calling on available staff to support.
- The Teacher and TA must ensure that the rest of the young people are safe and appropriately supervised in the classroom.
- The member of staff should follow the young person and try to persuade them to return to site.
- At all times the member of staff must be aware that active pursuit may encourage the young person to panic placing themselves in further danger e.g. risk of running into a busy road.

- The member of staff should follow the young person at a safe distance keeping them in sight where possible.
- The member of staff may request additional staff to join the search in a vehicle, taking a mobile phone with them to ensure contact with the Centre.
- The member of staff take account of the young person's vulnerability, the weather conditions, the time of day, what they are wearing etc.
- Safeguarding Officer or Attendance Officer must inform Executive Headteacher and the Leadership Team if a young person is not located within a reasonable timeframe (20 minutes).
- The Safeguarding Officer or Attendance Officer will contact Parents/Carers to inform them of the situation.
- If the young person is deemed to be at significant risk and not located within a reasonable timeframe (30 minutes), the lead person must contact police using 101 and advise that a young person is missing, providing a full description, including the clothes they were wearing when last seen.
- Once a young person has been found the Safeguarding Officer or Attendance Officer will brief the Police, Parents/Carers and staff as necessary.
- Safeguarding Officer or Attendance Officer complete a full and detailed report of the incident must be completed on CPOMS; this must include times, date, significant decisions made, actions taken, when and by whom i.e. Police contact, Parents/Carers informed etc.
- If the young person returns of their own volition the Safeguarding Officer or Attendance Officer will inform Parents/Carers, Police and staff.
- A restorative meeting should take place with the young person and the Leadership Team before they leave at the end of the day or the next morning if appropriate.

Appendix E: The Braybrook Centre Substance Misuse Policy 2023-2024

Substance Misuse is Safeguarding and is therefore everyone's responsibility. This Policy Document outlines the responsibilities of Staff and our expectations of our young People at The Braybrook Centre.

Substance Misuse Policy Rationale:

The aim of this policy is to acknowledge and clarify the Centre's role in substance misuse prevention and education and ensure it is appropriate to young people's needs.

The policy provides information and guidance about substance misuse education, as well as procedures to respond to any substance misuse related incident, for young people, teachers, support-staff, outside agencies or individuals.

The policy aims to ensure that the approach taken on the issue of substance misuse is a wholeCentre policy and is part of our commitment to and concern for the health and well-being of the whole Centre community.

All staff will need to be confident and skilled to teach substance misuse education as young people need to receive up to date, relevant and accurate information as well as support.

This policy aims to make clear procedures for responding to and managing substance misuse related incidents.

Consequences for incidents will be consistent with the Centre's behaviour policy.

This policy applies, at all times, to the Centre premises, Centre transport as well as Centre visits/trips/residentials.

Definition:

'Drugs' are taken here to mean those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs, illegal drugs such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD, Novel Psychoactive Substances (NPS) and any other substances covered by the 1971 misuse of drugs act; psychoactive substances act 2016, or that is subject to a temporary class drug order (TCDO).

The Centre prohibits all substances having psychoactive effects on the brain: depressants, stimulants, cannabis and hallucinogens.

The Centre believes that the possession and or use of such drugs in Centre, during the Centre day or while travelling to/from Centre is inappropriate.

The substances covered by this policy are not to be used, bought, sold or otherwise exchanged or brought onto Centre premises during the Centre day or while young people are on Centre visits.

Individual exceptions may be made for young people who require prescription medicines where appropriate – See Medication Administration Policy.

Drug Education:

The Centre provides a planned drug education curriculum through the following:

L4L Curriculum offers the content of the statutory drugs education:

- Key Stage 3 – 11-14 year olds should be taught the effects of solvents, tobacco, alcohol and other drugs on body functions.

Other discretionary topics will be delivered through Personal Development, Risk Workshops, Form Time, outside agencies and will reflect knowledge, understanding, attitudes and social skills that will:

- Enable young people to make healthy, informed choices
- Promote positive attitudes to healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse
- Widen understanding about related health and social issues
- Enable young people to identify sources of appropriate advice and personal support

The Braybrook Centre works closely with our onsite LITs Team, W360, Catch 22, Base 25, CAMHs, West Midlands Police, Parents/Carers to support the needs of our young people offering the appropriate advice and support to best suit each young person's needs.

On the whole, it will be all staff and outside agencies who will teach drug education and such agencies will be used in a planned way and their contributions evaluated.

All staff will have access to on-going advice, support and training as part of their own professional development.

The Braybrook Centre actively cooperates with agencies such as the LA, police, health and drug agencies.

The Executive Headteacher will ensure that all staff dealing with substance issues are adequately supported and trained.

Any educational establishment cannot knowingly allow its premises to be used for the production or supply of any controlled drug. Where it is suspected that substances are being sold on the premises, details regarding those involved, and as much information as possible, will be passed to the police.

Procedures :

Drug Situations – Medical Emergencies

The procedures for an emergency apply when a young person is at immediate risk of harm. A young person who is unconscious, having trouble breathing, seriously confused or disorientated or who has taken any harmful toxic substance, should be responded as an emergency.

The main responsibility is for the young person at immediate risk, but you also need to ensure the wellbeing and safety of others, put into practice the Centre's first-aid procedures and if in any doubt, call medical help.

Always

- Assess the situation
- If a medical emergency, send for medical help and ambulance

Before assistance arrives

If the young person is conscious:

- Ask them what has happened and to identify any drug used
- Collect any drug sample and vomit for medical analysis
- Do not induce vomiting
- Do not chase or over-excite them if intoxicated from inhaling a volatile substance
- Keep them under observation, warm and quiet
- Notify Parents/Carers

If the young person is unconscious:

- Ensure that they can breathe and place them in the recovery position
- Do not move them if a fall is likely to have led to spinal or other serious injury which may not be obvious
- Do not give them anything by mouth
- Do not attempt to make them sit or stand
- Do not leave them unattended or in the charge of another young person
- Notify Parents/Carers

For needle stick (sharps) injuries

- Encourage wound to bleed
- Do not suck, wash with soap and water
- Dry and apply waterproof dressing
- Ensure full PPE is worn whilst administering first aid
- If used/dirty needle seek advice from a doctor, ensure the needle is disposed of correctly unless needed for investigation.

When medical help arrives

- Pass on any information available, including vomit and any drug samples.
- Complete an Incident Report Form as soon as you have dealt with the emergency (prescription and “over the counter”), volatile substances, alcohol, tobacco, Novel Psychoactives and illegal drugs.

Key Staff and Specific Responsibilities

M Bowes – To be informed of any Substance Misuse incidents. DSL DSL, Young Person Assessor, Search & Confiscate, Parent/Carer Contact, Police contact

H Tiwana – DSL, Young Person Assessor, Search & Confiscate, Parent/Carer Contact, Police contact

N Nwenwu – DSL, Young Person Assessor, Search & Confiscate, Parent/Carer Contact, Police contact

T Porter – DDSL, Safeguarding Coordinator, Search & Confiscate, Parent/Carer Contact, Police Contact, Medical Administration

K Ward – DDSL, Search & Confiscate, Parent/Carer Contact, Police Contact

S Gordon – Search & Confiscate, Parent/Carer Contact, Police Contact

J Paul – Search & Confiscate, Parent/Carer Contact, Police Contact

H Sanghera – Search & Confiscate, Parent/Carer Contact, Police Contact

J Frazer – Search & Confiscate, Parent/Carer Contact, Police Contact

N Ram – Search & Confiscate, Parent/Carer Contact, Police Contact

N Mohammad – Search & Confiscate, Parent/Carer Contact, Police Contact

W Wilkinson – Search & Confiscate, Parent/Carer Contact, Police Contact

S Downie – Search & Confiscate, Parent/Carer Contact, Police Contact

A Leaver – Search & Confiscate, Parent/Carer Contact, Police Contact

P Kumar – Search & Confiscate, Parent/Carer Contact, Police Contact

L Jones – Search & Confiscate, Parent/Carer Contact, Police Contact

All Staff - Parent/Carer Contact, Police Contact

Substance Misuse is Safeguarding and is therefore everyone's responsibility.

This Policy Document outlines the responsibilities of Staff and our expectations of our Young People at The Braybrook Centre.

Young People suspected of arriving to The Braybrook Centre under the influence

- **Action 1** - Staff should ensure that a member of The Leadership Team has seen and assessed the young person.
- **Action 2** - Decision to be made if the young person is safe onsite. If Yes, all subjects to facilitate written tasks only and maintain observation, communicate with staff via TEAMS. If No, Safeguarding Officer or Attendance Officer to call Parents/Carers (arrange a meeting/collection/drop off) and young person to wait in Reception supported by member of staff.

- **Action 3** – Is the young person suspected of bringing drugs onto the premises? If Yes, see Search, Screening Confiscation Document.
- **Action 4 – Consequences:** Parents/Carers informed, meeting arranged with Head of Centre and Deputy/Assistant Head of Centre, Intervention Room referral for the following day to reflect on behaviour and complete interventions, persistent substance misuse will result in an outside agency referral and Parent/Carer meeting with Executive Headteacher and Head of Centre/Deputy/Assistant Head of Centre.
- **Action 5 – Debrief:** Staff to be informed of decisions taken and next steps being put in place.
- **Action 6 – Record:** Record on SIMs, Record on CPOMs the substance misuse issue, complete Incident Report Form.

Please note that Cigarettes/lighters and Vapes are handed in at the start of the day, if this process is not followed all staff are expected to challenge and remove the item/s.

Legal drugs

The police will not normally need to be involved in incidents involving legal drugs, but the Head of Centre may wish to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to young people in the local area.

Young people are becoming increasingly aware of, and in some cases using, new psychoactive substances (NPS). These are designed to mimic the effect of illegal drugs but are structurally different enough to avoid being classified as illegal substances under the Misuse of Drugs Act.

Despite being labelled as legal these substances are not always safe to use and often contain controlled drugs making them illegal to possess.

New psychoactive substances should be included in the Centre drug policy as unauthorised substances and treated as such. If there is uncertainty about what the substance is, it should be treated as a controlled drug.

Controlled Drugs

In taking temporary possession and disposing of suspected controlled drugs the Centre is advised to:

- Ensure that a second adult witness is present throughout.
- Seal the sample in a plastic bag and include details of the date and time of the confiscation/find and witness present.

- Store it in a secure location, such as a safe or other lockable container and until it can be passed to the Executive Headteacher.
- Notify the police without delay, who may collect and advise of disposal in line with locally agreed protocols. The law does not require a Centre to divulge to the police the name of the young person/people from whom the drugs were taken but it is advisable to do so. To notify the Police use – 101 to report the incident or visit the link below <https://www.west-midlands.police.uk/incident-report>
- Record full details of the incident, including the police incident reference number on an IR1 form.
- Inform Parents/Carers, unless this is not in the best interests of the young person.
- Proceed with consequences.

Links

<https://www.talktofrank.com> <https://www.youngminds.org.uk/young-person/coping-with-life/drugs-and-alcohol/> <https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/> <https://www.nspcc.org.uk/keeping-children-safe/talking-drugs-alcohol/> <https://base25.org/> <https://w360.org.uk/> <https://www.nhs.uk/live-well/healthy-body/drug-addiction-getting-help> <https://www.mind.org.uk/information-support/types-of-mental-health-problems/drugsrecreational-drugs-alcohol/support-for-drug-problems/> <https://www.turning-point.co.uk/services/drug-and-alcohol-support.html> www.drugeducationforum.com/ www.mentoruk.org.uk <https://www.gov.uk/youth-offending-team>

Appendix F: The Braybrook Centre Smoke Free Policy 2023-2024

Date approved	March 2023	Approved by	
Review Cycle	2 years	Signature	
Date for review	March 2024	Author	N.Nwenwu

1. Scope

1.1 This policy applies to all stakeholders at The Braybrook Centre PRU (Lawnswood Campus) **2.**

Principles

2.1 The Braybrook Centre (The School) values the dignity of every individual member of staff and will apply this policy fairly and consistently in line with its core STAR values of SUPPORT, TRUST, ACHIEVE & RESPECT. We will explore reasonable adjustments in applying this procedure to employees with a disability.

3. Responsibilities

3.1 Schools are health promoting schools and recognise that our staff act as role models for pupils in all aspects of school life, including health promotion.

3.2 We acknowledge that smoking and passive smoking are both a public health hazard and a welfare issue.

4. Rationale

4.1 Following legislation in 2007, and the “Towards a smoke free generation...” (2017) all public buildings are non-smoking and Wolverhampton City Council operates a No Smoking Policy in all its buildings and premises.

4.2 Smoking is the single most preventable cause of premature death and ill health in our society.

4.3 Passive smoking – breathing in other people’s tobacco smoke – is also potentially fatal. It has been shown to cause lung cancer, as well as many other illnesses in non-smokers.

4.4 Smoking is a health and safety issue for all stakeholders who use the school; staff, parents and pupils

4.5 Schools have a major role to play in working towards non-smoking being seen as the norm in society.

4.6 Children and young people need to receive consistent messages and require non-smoking role models within school and in any other provision they attend.

5. Objectives

5.1 To protect non-smokers from the adverse health effects of environmental tobacco smoke in the workplace.

5.2 To demonstrate the school’s commitment to promoting the health of pupils and staff.

5.3 To provide information and advice for those who wish to stop smoking or reduce their tobacco intake.

6. Restrictions on Smoking

6.1 Staff - No member of staff is permitted to smoke/vape while on school premises or whilst engaged in school related activities and/or in the presence of young people. Staff are also requested to ensure that they do not smoke/vape within close proximity to the school or site entrance and that they refrain from smoking in the view of pupils (out of sight of the building at least 0.5 miles away from school, staff should not smoke in staff uniform or with lanyards on). Staff should not do anything that might promote smoking/vaping as an acceptable activity for pupils. Any member of staff found to be engaged in any of the above activities will be subject to disciplinary procedures.

6.2 Pupils – No pupil should be smoking/vaping whilst on school premises or while engaged in school related activities.

6.3 Pupils will be actively encouraged not to smoke/vape, and appropriate sanctions will be put in place where pupils break this important school rule. It is not acceptable for pupils to be leaving school site to smoke or vape.

6.4 Parents/carers – may not smoke/vape while on school premises. Parents will be informed of the school’s policy on smoking during the pupil/parent induction appointment and will be reminded as appropriate in other communications throughout their child’s time at school.

6.5 Visitors – The smoke free policy applies to all visitors to the school – for example parents, suppliers, external speakers, governors.

6.6 When school premises are used for purposes other than school related activities the school smoke free policy will remain in operation.

7. Implementation and Monitoring

7.1 The policy will become part of the contract of employment for all staff.

7.2 Parents and pupils will be informed of the policy at pre admission meetings and reminded as appropriate.

7.3 Members of staff will inform school visitors of the policy.

7.4 The curriculum will be used as a vehicle to inform pupils of the health risks of smoking.

7.5 Key Workers will routinely address issues related to smoking an

Daily Procedures :

Smoking/ Vaping

The procedures for smoking/vaping in centre are as a result of the high risk for health concerns in line with the Department of health and social care.

The main responsibility is to prevent & deter young being from developing long term addictions to cigarette's and e-cigarette's which contain tobacco (a well known carcinogen).

Always

- Assess the situation
- Notify young people of the sanctions which are in place for vaping on site
- If a medical emergency, send for medical help and ambulance

Before assistance arrives

If the young person is conscious:

- Ask them what has happened and to identify any drug used
- Collect any cigarette/ vape samples
- Do not chase or over-excite them if intoxicated from inhaling a volatile substance
- Keep them under observation, warm and quiet
- Do not give them anything by mouth
- Do not leave them unattended or in the charge of another young person
- Notify Parents/Carers

When medical help arrives (If needed)

- Pass on any information available, including vomit and any drug samples.
- Complete an Incident Report Form as soon as you have dealt with the emergency (prescription and “over the counter”), volatile substances, alcohol, tobacco, Novel Psychoactives and illegal drugs.

Key Staff and Specific Responsibilities

M Bowes – To be informed of any Substance Misuse incidents. DSL DSL, Young Person Assessor, Search & Confiscate, Parent/Carer Contact, Police contact

H Tiwana – DSL, Young Person Assessor, Search & Confiscate, Parent/Carer Contact, Police contact

N Nwenwu – DSL, Young Person Assessor, Search & Confiscate, Parent/Carer Contact, Police contact

T Porter – DDSL, Safeguarding Coordinator, Search & Confiscate, Parent/Carer Contact, Police Contact, Medical Administration

K Ward – DDSL, Search & Confiscate, Parent/Carer Contact, Police Contact

S Gordon – Search & Confiscate, Parent/Carer Contact, Police Contact

J Paul – Search & Confiscate, Parent/Carer Contact, Police Contact

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J Frazer – Search & Confiscate, Parent/Carer Contact, Police Contact

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N Mohammad– Search & Confiscate, Parent/Carer Contact, Police Contact

W Wilkinson – Search & Confiscate, Parent/Carer Contact, Police Contact

S Downie – Search & Confiscate, Parent/Carer Contact, Police Contact

A Leaver – Search & Confiscate, Parent/Carer Contact, Police Contact

P Kumar – Search & Confiscate, Parent/Carer Contact, Police Contact **L**

Jones – Search & Confiscate, Parent/Carer Contact, Police Contact

Substance Misuse is Safeguarding and is therefore everyone's responsibility.

This Policy Document outlines the responsibilities of Staff and our expectations of our Young People at The Braybrook Centre.

Young People suspected of arriving to The Braybrook Centre under the influence or being seen smoking a cigarette/ vape

- **Action 1** - Staff should ensure that a member of The Leadership Team has seen and assessed the young person.
- **Action 2** - Decision to be made if the young person is safe onsite. If Yes, all subjects to facilitate written tasks only and maintain observation, communicate with staff via TEAMS. If No, Safeguarding Officer or Attendance Officer to call Parents/Carers (arrange a meeting/collection/drop off) and young person to wait in Reception supported by member of staff.
- **Action 3** – Is the young person suspected of bringing drugs onto the premises? If Yes, see Search, Screening Confiscation Document.
- **Action 4 – Consequences:** Parents/Carers informed, young person to hand over any vapes/ cigarettes (if refusing to do so and witnessed smoking then intervention room or parent organised to collect) meeting arranged with Head of Centre and Deputy/Assistant Head of Centre, Intervention Room referral for the following day to reflect on behaviour and complete interventions, persistent substance misuse will result in an outside agency referral and Parent/Carer meeting with Executive Headteacher and Head of Centre/Deputy/Assistant Head of Centre for SPLP.
- **Action 5 – Debrief:** Staff to be informed of decisions taken and next steps being put in place.
- **Action 6 – Record:** Record on SIMs, Record on CPOMs the substance misuse issue, complete Incident Report Form.

Please note that Cigarettes/lighters and Vapes are handed in at the start of the day, if this process is not followed all staff are expected to challenge and remove the item/s, if further refusal continues, then parents to come into centre and support.

Controlled Drugs

In taking temporary possession and disposing of suspected controlled drugs the Centre is advised to:

- Ensure that a second adult witness is present throughout.
- Seal the sample in a plastic bag and include details of the date and time of the confiscation/find and witness present.
- Store it in a secure location, such as a safe or other lockable container and until it can be passed to the Executive Headteacher.
- Notify the police without delay, who may collect and advise of disposal in line with locally agreed protocols. The law does not require a Centre to divulge to the police the name of the young person/people from whom the drugs were taken but it is advisable to do so. To notify the Police use – 101 to report the incident or visit the link below <https://www.west-midlands.police.uk/incident-report>
- Record full details of the incident, including the police incident reference number on an IR1 form.
- Inform Parents/Carers, unless this is not in the best interests of the young person.
- Proceed with consequences.

Links

<https://www.talktofrank.com> <https://base25.org/>

www.mentoruk.org.uk

<https://www.gov.uk/youth-offending-team>

[Towards a Smoke free Generation - A Tobacco Control Plan for England 2017-2022 2 .pdf \(publishing.service.gov.uk\)](#)

[Microsoft Word - FOI Response.docx \(wolverhampton.gov.uk\)](#)

[Quit smoking - Better Health - NHS \(www.nhs.uk\)](#)

[How to quit smoking | Asthma + Lung UK \(blf.org.uk\)](#)

[NCSC - National Centre for Smoking Cessation and Training](#)

[Health matters: stopping smoking – what works? - GOV.UK \(www.gov.uk\)](#)

[Quick Facts on the Risks of E-cigarettes for Kids, Teens, and Young Adults | CDC](#)