



**PRISM**  
Independent School

# **Safeguarding and Wellbeing Handbook**





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## Child Protection and Safeguarding Advice Contacts

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL)	Chrissie Marshall	01274 487633 01274 543500 07564 044358
Deputy Designated Safeguarding Lead (DDSL)	Katie Corfield Danielle Galthen	01274 487633 01274 487633 01274 543500
Additional Designated Safeguarding Lead	Lauren Jackson Ellie Morris	01274 487633 07704 703764
Governor with responsibility for Safeguarding	Liz Helmsley	01274 487633 (Details can be requested from school reception)
Chair Of Governors	Charlotte Maxwell- Warrior	01274 487633 <a href="mailto:management.committee@prismyouthproject.org">management.committee@prismyouthproject.org</a>
Designated Teacher for Looked After and Previously Looked After Children	Lauren Jackson	01274 487633 07704703764
SENDCo	Lauren Jackson	01274 487633 077047 034764
Children's initial contact point	Urgent Child Protection concerns / initial referral/advice and queries relating to safeguarding	Professionals and Members of the Public – 01274 433999
Out-of-hours emergency duty team	Urgent Child Protection concerns	01274 431010
Education Safeguarding Team	Advice/Training/ Safeguarding Audit	01274 437043
Local Authority Designated Officer	Allegations against adults in school	01274 435600 (Ask to be put through to the LADO) <a href="mailto:LADO@bradford.gov.uk">LADO@bradford.gov.uk</a>
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285
PREVENT Team	Prevent training/advice	PREVENT Team – 07788 264621 <a href="mailto:danielle.king@bradford.gov.uk">danielle.king@bradford.gov.uk</a>

Prism's approach ensures that the DSL or the Deputy DSL is always available while Prism is open. In the unusual circumstance that this is not possible, the DSL or Deputy DSL, then one of the additional DSLs, will be contactable and will ensure that the concern/report is shared with the Lead DSL at the earliest opportunity.

In the rare event of the lead DSL and Deputy DSL being off-site (exceptional circumstances), then an email will be sent to all staff by 9 am to advise of this and to give details of the information of the additional DSL, which should be contactable in the first instance. Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not.

## Safeguarding Policy

### Roles and responsibilities

Safeguarding and protecting children is everyone's responsibility. This policy applies to all staff (including those not directly employed by Prism), volunteers, contractors, and governors. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as part of their induction arrangements, the documents referenced in the section (All staff) below, and any updates therein.

### All staff

All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education ([www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)), and review this guidance at least annually.

Staff who do not work directly with children will read either Part 1 or Annex A, as determined by the DSL, based on their roles, responsibilities, and contact with children.

### All staff will be aware of:

Our systems support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice, understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding Prism's behaviour policy and safeguarding responses to children who go missing from education during the Day or otherwise, and reading and understanding Prism's online safety policy.

The early help process and its role include being alert to emerging problems that may warrant early help intervention, particularly those identified in Part 1 of KCSiE. All staff should report emerging issues that may warrant early help intervention to/by the Prism safeguarding lead.

Children's behaviours can indicate their emotional well-being and be linked to mental health. They should be aware of behaviours that may communicate that poor well-being can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand that the children's experiences, such as abuse, neglect, trauma and adverse childhood experiences, can impact children's mental health, behaviour & education.

The process for making referrals to local authorities' children's social work services (CSC) and for statutory assessments that may follow a referral, including the role they might be expected to play. If possible, speak to the DSL, DDSL or head teacher (in the absence of a DSL) first to agree on a course of action. In the absence of a DSL or head teacher, staff must not delay directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm.

Our work in partnership with other agencies is in the children's best interests. Requests for service to CSC will (wherever possible) be made by the Safeguarding Designated Staff to the CSC Initial Contact Point (01274 433999). Where a child already has a child protection social worker, Prism will immediately contact the social worker involved or, in their absence, the team manager of the child protection social worker.

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific topics such as Female Genital Mutilation (FGM) and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

## **In-school procedures for recording any cause for concerns and passing information on to DSLs by Prism's recording systems.**

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation, child-on-child sexual abuse and severe and violent crime. All staff should know that safeguarding incidents/behaviours can occur outside of school or be associated with outside factors. CSE and CCE are forms of abuse, and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Children missing education or absconding during Prism Day can also be a sign of CCE, including involvement in County Lines.

Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and they may not recognise their experiences as harmful.

## **The designated safeguarding lead (DSL) and deputy designated staff.**

The SLT DSL representative is Chrissie Marshall. The DSL takes lead responsibility for child protection and broader safeguarding.

The optimal scenario is having a trained DSL or DDSL on site. Where this is not possible (e.g., due to self-isolating), a trained DSL or DDSL will be available to be contacted via phone or online video – for example, when working from home.

During term time, the DSL will be available for staff to discuss safeguarding concerns during school hours. Where a trained DSL (or deputy) is not on-site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on-site.

## **When the DSL is absent, the deputy safeguarding leads will act as cover.**

Outside school hours, including school holidays, the DSL can be contacted by email ([chrisse.marshall@prismyouthproject.org](mailto:chrisse.marshall@prismyouthproject.org)). During school holidays, the DSL can also be contacted by phone; information that can help support positive outcomes will be shared with colleagues in school who are not DSLs or DDSLs sort to other staff on child welfare and child protection matters.

## **Take part in strategy discussions and inter-agency meetings and support other staff to do so.**

Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

Refer suspected cases, as appropriate, to the relevant body (children's Social Care Duty and Advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and police) and support staff who make such referrals directly. Support staff in complying with their mandatory reporting duties in cases where FGM has been identified.

Chrissie Marshall, DSL, will ensure that all staff involved in direct casework of vulnerable children, where there are child protection concerns/issues, have access to regular supervision.

The DSL will also inform the head teacher of any issues and, as appropriate, liaise with local authority officers and relevant professionals regarding child protection concerns.

The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate.

Prism will ensure representation at appropriate inter-agency meetings, such as Initial and Review Child Protection Conferences, Planning and Core Group meetings, and Family Support Meetings.

Provide reports as required for meetings. Wherever possible, reports will be shared with parents/carers at least 24 hours before the meeting.

Where a school-age child is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to preparing, implementing, and reviewing the plan as appropriate.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

### **Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.**

Therefore, the DSL must collaborate closely with the DT and SENDCO, as children who need help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor, not only through regular attendance at school.

Annex C of KCSIE—Role of the designated safeguarding lead—sets out the full responsibilities of the DSL. All designated and deputy safeguarding leads must read and comply with this.

### **The governing body**

The governing body will approve this policy at each review and hold the headteacher accountable for its implementation and any actions/recommendations made by the Local Authority regarding strengthening Prism's safeguarding arrangements.

The governing body and proprietors will create a strong school culture to ensure that safeguarding and child protection are at the forefront and that all policy and procedure development are underpinned.

The governing body will appoint a lead governor to monitor the effectiveness of this and other related safeguarding policies (e.g., online safety, whistleblowing, behaviour, etc.) in conjunction with the whole governing body. Staff governors cannot be the lead governors responsible for safeguarding and child protection. Lead governors should access the LA-designated safeguarding governor training every three years, including online safety training.

If safeguarding concerns or an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'.

The governing body will ensure that Prism has robust IT filtering and monitoring systems in place and should be informed, in part, by the risk assessment required by Prevent Duty to limit children's exposure to online risks.

The governing body and Prism's senior leadership team are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off-site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring the provision has a practical safeguarding policy/procedures/training for all staff. The provision follows safer recruitment processes and has transparent allegation management processes. Pupils who attend alternative provisions can often have complex needs, and it is essential that these settings are aware of the additional risk of harm that their pupils may be vulnerable to and that appropriate risk assessments/support plans are in place where pupils access provision offsite.

## **The governing body will supply information as the Bradford Partnership and the Local Authority Education Safeguarding Team requested.**

The full responsibilities of the governing body are set out in Part Two of KCSiE – The Management of Safeguarding. The governing body will ensure that Prism complies with its statutory safeguarding responsibilities.

### **The Head Teacher**

The Head Teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins Prism and via the Prism website
- They ensure that the DSL/DDSL's roles and responsibilities, as referenced in Annex C of KCSiE, are reflected in their job description.
- Ensuring that the DSL has appropriate time, training and resources and that there is always adequate cover if the DSL is absent
- Ensure they complete the one-day LA course for Head Teachers on safeguarding and child protection and that all staff undertake appropriate training every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate
- They are ensuring that all recommendations made by the Local Authority about strengthening Prism's safeguarding arrangements are actioned in a timely fashion.
- Ensuring the relevant staffing ratios are met, where applicable

### **Confidentiality and Information Sharing**

Confidentiality is an issue that all those working with children, particularly safeguarding, must understand.

Prism recognises that confidentiality only benefits the child in this respect. Staff, volunteers, and visitors to Prism should never promise a child that they will not tell anyone about an allegation or report of abuse and must pass any cause for concern immediately to a designated safeguarding lead.

Timely information sharing is essential for effective safeguarding. This school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. This guidance has been produced to support practitioners in their decisions to share information, which reduces the risk of harm to children and young people and promotes their well-being.

Fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect the safety of children.

All staff must respect the relevant data protection principles, which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.

To promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes will be shared with school colleagues who are not DSLs or DDSLs as appropriate.

If staff have doubts about sharing information, they must speak to the designated staff or the Head Teacher.

### **Working with parents and other agencies to protect children**

Parents/carers will be made aware of our in-school procedures concerning taking any reasonable action to safeguard the welfare of its pupils. In cases where Prism has reason to be concerned that a child may be suffering significant harm, ill-treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSC to discuss their concerns.

We will discuss concerns with parents/carers before approaching other agencies. We will seek to inform parents/carers and receive their consent when referring to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be when a staff member has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

The website and introduction letter inform parents/carers about our safeguarding and child protection policy. A safeguarding and child protection statement is prominent in the Prism foyer/reception area.

Where a parent/carer has expressed their intention to remove a child from school to educate at home, Prism will, working in partnership with the LA and other vital professionals, invite parents/carers to a meeting where possible. Ideally, this would be before a final decision has been made to ensure the parents/carers have considered what is in the child's best interests. This is especially important when a child has SEND, is vulnerable, and has a social worker.

### **Multi-agency work**

We will cooperate with CSC by the requirements of the Children Act 1989 and allow them access to child and child protection records to conduct section 17 or section 47 assessments.

In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

### **Opportunities to teach safeguarding – Preventative Curriculum**

#### **Our role in the prevention of abuse**

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

We will ensure that children are taught about safeguarding, including online safety, and recognise that a one-size-fits-all approach may not be appropriate for all children. A more personalised or contextualised approach may be needed for more vulnerable children, victims of abuse, and some SEND children.

As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020).

Other curriculum areas, such as circle time, English, History, PSHE, Art, and assemblies, will address relevant issues.

#### **Other areas of work**

All our policies that address power issues and potential harm, such as anti-bullying, equality, and behaviour, will be linked to ensure a whole-school approach.

Our Safeguarding and Child Protection policy must align with Prism's general ethos, ensuring that children are treated with respect and dignity, feel safe, and are listened to.

#### **Children with special educational needs, disabilities or health issues**

We recognise that while all children have a right to be safe, some children may be more vulnerable to abuse, e.g., those with a disability, particular educational need, mental health issues or those living with domestic violence or parental substance misuse, parental mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse and neglect in this group, including:

#### **Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relating to the child's condition without further exploration**

Pupils are more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.

The potential for pupils with SEN, disabilities or certain health conditions to be disproportionately impacted by behaviours such as bullying without outwardly showing any signs

## Communication barriers and difficulties in managing or reporting these challenges

Schools should note advice in the DfE Exclusions Guidance September 2017 Section ([www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)).

When a looked-after child is at risk of exclusion, Prism will notify the Virtual School. If a severe one-off incident results in an immediate decision to exclude the child permanently, the risk assessment must be completed before convening a governing board meeting.

All staff have a role in preventing impairment of children's mental health/emotional well-being, including promoting positive mental health and identifying where students are struggling with their Mental Health.

Concerns regarding a student's mental health/emotional well-being should be reported to a member of Prism's safeguarding team in keeping with Prism's safeguarding reporting arrangement so that students can be offered appropriate support; this may include local or national online services where relevant. In addition, Prism can make referrals to a wide range of external services to secure additional appropriate support for students.

## Children at risk of specific forms of abuse

This school follows the Bradford Partnership ([www.saferbradford.co.uk/children/](http://www.saferbradford.co.uk/children/)) online locally agreed multi-agency procedures in circumstances where children are at risk of or specific forms of abuse as outlined in Part 1 and Annex of B KCSIE 2022.

## Remote Learning and Remote Welfare

If children are being asked to learn online at home, Prism will follow advice from the DfE on Safeguarding and remote education (DfE, 2021b) ([www.gov.uk/guidance/safeguarding-and-remote-education](http://www.gov.uk/guidance/safeguarding-and-remote-education)). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2019).

Where children are remote learners and the DSL has identified a child as vulnerable, on the edge of social care support, or who would generally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, and door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

## Female Genital Mutilation: The Mandatory Reporting Duty

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately (in consultation with the DSL) report this to the police personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM must speak to the DSL and follow our local safeguarding children's partnership procedures.

## Radicalisation and Terrorism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person or people causes severe property damage, or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or intimidate the public and is made to advance a political, religious, or ideological cause.

If staff are concerned about a change in an individual's behaviour or see something that concerns them (this could be a colleague), they must seek advice appropriately from the DSL, who must contact the Education Safeguarding Team or the Prevent Education Officer.

Prism will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding and Prevent teams can advise and identify local referral pathways.

Practical early help relies on all staff being vigilant and aware of the nature of the risk for children and young people and what support may be available. Prism will ensure that all front-line staff undergo prevention awareness training as much as possible (e.g., Workshop to Raise Awareness of Prevent [WRAP]).

## Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A Prism representative may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

## Child on child Abuse

We recognise that children are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including bullying, cyberbullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes up skirting (taking a picture under a person's clothing without them knowing, to view their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships. This type of abuse should always be treated seriously and never just as banter, part of growing up or boys being boys. Prism has a zero-tolerance approach to such attitudes and behaviours. We will take steps to minimise the risk of child-on-child abuse by ensuring students recognise behaviour that is not appropriate, understand how to stay safe, and challenge and report unwanted behaviours.

We will also regularly review Prism's site and school activities to minimise further the risk of child-on-child abuse occurring. We recognise that abuse can often go unreported or be reported later. We will encourage and support students to report child-on-child abuse to trusted adults in school or the NSPCC helpline.

Most cases of pupils hurting other pupils will be handled under Prism's behaviour policy. Still, this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. Prism will ensure that at least one member of Prism's safeguarding team has completed training on understanding and managing harmful sexual behaviour in education settings. The DSL is responsible for providing support to all children involved in incidents of child-on-child sexual abuse.

We recognise that sexual violence and sexual harassment can happen anywhere, including in educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to Prism (including those that have happened outside of school or online), the problem will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physical and verbal) and are never acceptable.

We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually abused others will be responded to in a way that meets their needs, as well as protecting others within the Prism community through a risk assessment management plan. Where appropriate, there must be a coordinated multi-agency approach to risk assessment, including the involvement of parents/carers, social care, health, police and youth justice (where appropriate), from a best practice perspective.

We will ensure that all children who may have/have been sexually harmed will be taken seriously and that they will be supported and kept safe, where appropriate support plans will be put in place for children subjected to sexual harm.

In cases where allegations of sexual violence and harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation needs support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious, Prism will consider whether it is appropriate to take any disciplinary action in keeping with Prism's behaviour management policy.

Where child exploitation (i.e., criminal, sexual, trafficking, modern-day slavery, etc..), or the risk of it, is suspected, frontline practitioners must notify the DSL, in line with the child protection policy reporting systems. The DSL must complete the child exploitation risk identification tool for partners and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference.

If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after, the DSL should also notify the Designated Teacher for children looked after.

### **Staff responsibilities when responding to an incident**

Suppose any adult in Prism is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth-produced sexual imagery'). In that case, they must report it to the DSL immediately.

They must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Please share information about the incident with other staff, the pupil(s) it involves, or their or their other parents and carers.
- Say or do anything to blame or shame any young people involved.

## Child Protection Records

The DSL and any safeguarding deputies are responsible for maintaining, processing, sharing, transferring and storing child protection and safeguarding records according to the Data Protection Act 2018 and the GDPR principles. Child protection information will be held securely, restricted to the DSL and their deputies, head teacher and, in cases of Early Help, the nominated lead professional if this is not a designated safeguarding lead. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of Prism)
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome.
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSS, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child, e.g. child protection plans, Early Help Plans, risk assessments, etc.
- A copy of any support plan for the pupil concerned.

Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within five school days. This is a legal requirement under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e. self-harming or harmful sexualised behaviour), this information must be shared with the destination provision before the pupil starts so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school before a child leaves, for example, before a transfer programme.

Where a child leaves a school before the statutory school-leaving age, the child protection file must be transferred to the new school.

Pupil records will be transferred securely, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those whose records are being transferred and the name of the Prism they are being transferred to must be made, and a signature must be obtained from the receiving school as proof of receipt. Delivery and read receipt must be retained for audit when sending records through secure electronic file transfer.

If a pupil moves from Prism, child protection records will be forwarded to the named DSL at the new school due to their confidentiality. Good practice suggests that this will always be done with a face-to-face handover between designated staff, or a verbal conversation is had over the telephone if a face-to-face handover is not possible. For audit purposes, the delivering school must obtain a signed receipt of file transfer or electronic delivery and read the receipt.

If sent by post, children's records will be sent "Special Delivery". The special delivery number will also be noted to enable the records to be tracked and traced via Royal Mail.

For audit purposes, a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and received. A copy of the child protection chronology will also be kept securely for audit purposes.

Suppose a pupil is permanently excluded and moves to an alternative or specialist provision. In that case, child protection records will be forwarded to the relevant organisation by the Education (Pupil Information—England) Regulations 2005, following the above procedure for delivery of the documents.

[ElectiveHEducation@bradford.gov.uk](mailto:ElectiveHEducation@bradford.gov.uk) or 01274 439340 for information on where the child If a parent chooses to electively home-educate (EHE) their child, please contact the EHE team at protection record must be sent.

When a DSL staff member resigns from their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

In exceptional circumstances, when a face-to-face handover is unfeasible, the head teacher is responsible for ensuring that the new post holder is fully conversant with all procedures and case files.

All DSLs receiving current (live) or closed files must keep all contents enclosed and not remove any material.

All receipts confirming file transfer must be kept by the recommended retention periods. For further information, refer to the archiving section.

## DSL Responsibilities

Following an incident report, the DSL will hold an initial review meeting with appropriate school staff. This may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine the following:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and children's social care
- If it is necessary to view the image(s) to safeguard the young person (in most cases, pictures or videos should not be considered)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases, parents/carers should be involved)

### The DSL will make an immediate referral to police and children's social care if:

The incident involved an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)

What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.

The imagery involves sexual acts, and any pupil in the images or videos is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

Suppose none of the above applies. In consultation with the headteacher and other staff members as appropriate, the DSL may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded by the procedures set out in this policy.

## Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education, we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Bradford Children's Services LA procedure and contact: [cme@bradford.gov.uk](mailto:cme@bradford.gov.uk). Tel: 01274 438877.

Absent children who abscond or go missing during Prism Day are vulnerable and at potential risk of abuse, neglect, CSE or CCE, including involvement in county lines.

## Safer Recruitment, selection and pre-employment vetting

Prism is responsible for following the safer recruitment, selection, and pre-employment vetting procedures outlined in part three of KCSiE.

Prism will maintain a single central record demonstrating the required vetting checks, including a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK (see Part 3 of KCSiE).

All recruitment materials will include references to Prism's commitment to safeguarding and promoting the well-being of pupils.

Prism will ensure that all recruitment panels include at least one person undertaking safer recruitment training.

For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, Prism will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) where the candidate has worked confirming that they have not imposed any sanctions or restrictions and are aware of why they are unsuitable for teaching where possible.

Prism will ensure that written risk assessments are undertaken when the information provided on DBS certificates requires them.

## Managing allegations

Or they are safeguarding concerns against a member of staff or person in school procedures.

These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has met the harm test; this includes where an adult has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. (*This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.*)

All adults working in school must disclose to the Head Teacher (or chair of governors where appropriate) that their relationships and associations within and outside the workplace (including online) may impact safeguarding children in school.

Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- Physical, for example, intentional use of force as a punishment, slapping, using objects to hit with, throwing objects, or rough physical handling.
- Emotional, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example, sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape, sending inappropriate messages through social media and other technologies.
- Neglect may include failing to act to protect a child or children, failing to seek medical attention, failing to carry out appropriate/proper risk assessment, etc.

A safeguarding complaint that meets the above criteria must be reported to the Head Teacher immediately. If the complaint involves the head teacher, the next senior staff member must be informed.

Where the Head Teacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above, they will refer the matter to be managed by a designated manager with appropriate safeguarding training. It is essential for Headteachers to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. Headteachers may often decide to retain this role if they have appropriate safeguarding training.

All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work, are a concern, even if they are low-level. Low-level concerns do not meet the harm test/allegations threshold. Examples of such behaviour include:

- *Being over-familiar with children*
- *Having favourites*
- *Taking photographs of children on their mobile phone*
- *Engaging with a child on a one-to-one basis in a secluded area behind a closed door or*
- *Using inappropriate sexualised, intimidating or offensive language.*
- *Humiliating pupils*

The case manager should gather as much information about the alleged incident as necessary to establish whether there is substance to the allegation. When the case manager determines that the harm test has not been met, the case manager must ensure a clear record of the incident, including any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and the UK GDPR (2018). Records of low-level concerns will be reviewed so that any patterns of recurring low-level concerns can be identified and responded to appropriately; this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.

All low-level concern records will be kept until the individual leaves their employment.

When the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form to assess the level of concern before **contacting the LADO**. As part of this initial consideration, the case manager should consult with their school's HR Advisor or, in the case of a supply staff member, the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to [lado@bradford.gov.uk](mailto:lado@bradford.gov.uk) **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know it.

In many cases, it may be appropriate to provide further training and support to staff and volunteers and ensure they are clear about the expectations for their conduct.

In more severe cases, allegations may be investigated under formal disciplinary procedures, and where allegations are upheld, formal warnings are issued, and specific training and support are provided. In cases where children/young people may be at further risk/evidence/witnesses may be compromised, and the allegations are so severe that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate. It should be considered in line with Prism's Disciplinary Policy.

Any staff or volunteers dismissed by Prism for gross or cumulative misconduct relating to safeguarding children or young people will be referred to the DBS for barring consideration. Similarly, where Prism has a reasonable belief that Prism would have dismissed the member of staff or volunteer had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. Prism will keep written records of all of the above.

**LADO Contacts: 01274 435600**

**Advice can also be sought from the Education Safeguarding Team - 01274 437043**

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

The NSPCC whistleblowing helpline is available for staff who cannot internally raise concerns regarding child protection failures. Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Training and Support

All staff members will be made aware of systems within Prism that support safeguarding, and these will be explained to them as part of our staff induction. This includes Prism's safeguarding policy, safer working practice document, and whistleblowing procedures. Staff members must also read and understand KCSiE Part 1 and Annex B as part of their induction and review it annually.

We recognise the stressful and traumatic nature of child protection work. Support is available for any staff member from Prism's safeguarding teams. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. The Children's Services Education Safeguarding team is also potentially available for advice and support (Tel: 01274437043).

Designated Safeguarding staff must have attended the three-day Children's Services Education child protection training course. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g., Workshop to Raise Awareness of Prevent [WRAP]) to enable them to advise and support other staff members on protecting children from the risk of radicalisation.

Prism will ensure all staff, including temporary staff and volunteers, receive induction and an updated INSET appropriate to their roles and responsibilities, especially staff new to Prism. All staff will access basic child protection training, including online safety, during Prism's induction arrangements and refresher training every three years. All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment and on the government's anti-radicalisation strategy, PREVENT, to enable staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

The Head Teacher will attend appropriate 1-day safeguarding training at least every three years. Governors, including the nominated governor, will participate in specific training for their role, updated at least every three years.

The Head Teacher and at least one governing body member who is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years.

### Children's and parents' access to child protection files

Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018), pupils or their nominated representatives have several legal rights regarding information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, all information will be accurately recorded, objective, and expressed professionally.

Any child with a child protection file has a right to request access. However, neither the child nor the parent has an automatic right to see all the information in child protection records. Information can be withheld if the disclosure:

It could cause severe harm or is likely to cause serious damage to the physical or mental health or condition of the child or another person or could reveal that the child or another person has been a subject of or may be at risk of child abuse. The disclosure is not in the best interests of the child or is likely to prejudice an ongoing criminal investigation or Information about the child also relates to another person who could be identified from it or has been given by another person who could be identified as the source unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

The establishment's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the meeting.

### Archiving

The recommended retention period is 35 years from closure when there has been a referral to CSC. Suppose no referral has been made to CSC. In that case, the child protection record will be retained until the child's 25th birthday, after which the file will be destroyed confidentially from our electronic system. Prism will decide how and where to store child protection files via the governing board. Due to the sensitivity of the information, the records will continue to be held in a secure area with limited access, e.g., a designated officer or head teacher. The DSL ensures all CP files are archived using the above timescales. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA) for the term of the inquiry.

## Definitions and indicators of abuse

**Reference: *Working Together to Safeguard Children*. See also *KCSiE Part One* and *Annex B*.**

### Neglect:

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the severe impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often being late for school
- Poor concentration
- Affection or attention-seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example, growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

### Physical abuse:

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

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising: inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others, including bullying
- Isolation from peers

### Sexual abuse

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

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example, anorexia nervosa and bulimia
- Attention-seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour, including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises and scratches in the genital area

#### Emotional abuse:

Emotional abuse is the persistent emotional maltreatment of a child, such as causing severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet another person's needs. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions beyond the child's developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in regular social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve severe bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

- Examples which may indicate emotional abuse (it is not designed to be used as a checklist):
- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, and emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment.

#### Child Sexual Exploitation:

Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants and (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

**Reference: Child Sexual Exploitation. Definition and a guide for practitioners, local leaders and decision-makers working to protect children from child sexual exploitation (DfE 2017).**

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSiE Annex B; this includes further information on:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation (including the Prevent duty and Channel)
- Peer-on-peer/child-on-child abuse
- Sexual violence and sexual harassment between children in schools (including Upskirting)

### Responses from parents

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment is needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations are offered, several different explanations or the child is said to have acted in a way that is inappropriate to their age and development.
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request the removal of the child from the home
- Violence between adults in the household

### Taking a report or disclosure

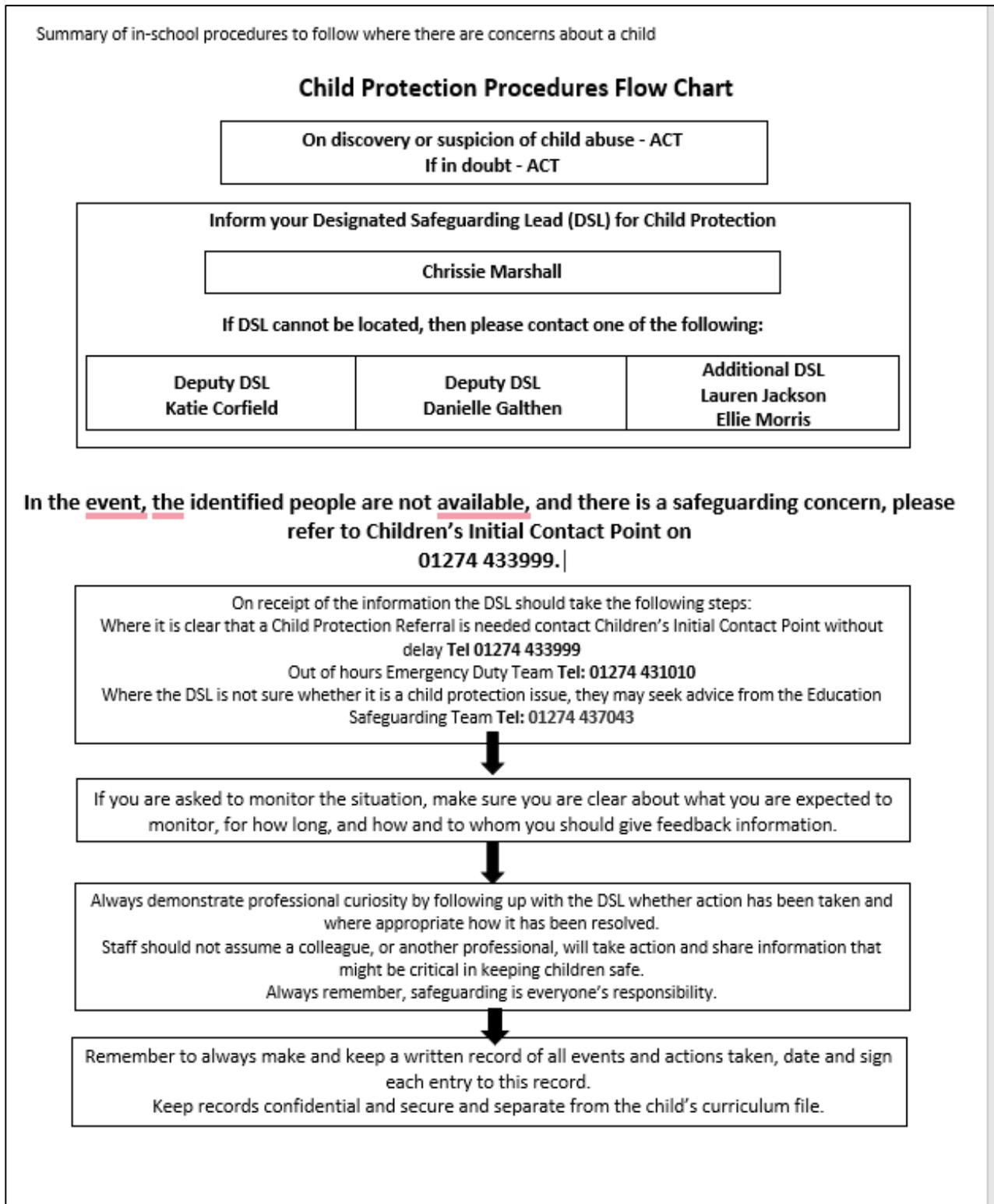
When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure them you will try to help, but tell the child you must tell other people to do this. State who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse, but they may have tried to tell others and not been heard or felt.
- Tell the child that it is not their fault.
- Encourage the child to talk, but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child what s/he experienced is dirty, naughty or nasty.
- Do not take photographs or make videos of any injuries a child reports.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you will tell and why that person or those people need to know.
- Make a detailed record of the conversation using the child's language as soon as possible. Include any questions you may have asked. Do not add any opinions or interpretations.

N.B.: It is not the role of education staff to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available, and respond appropriately.

## Immediately afterwards

It would be best if you did not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined below.

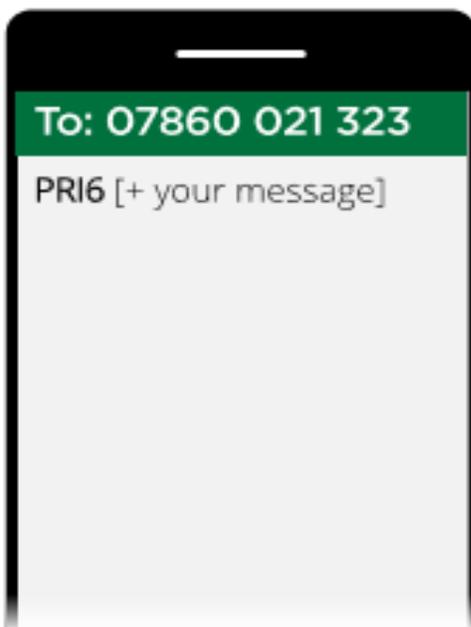




# PROBLEM?

*Whisper it!*

If you have a problem or concern in school or at home, you can report it to a member of staff anonymously.



## When To Report...

You or a friend are being bullied

You are concerned for a student's welfare

A student, member of staff, or parent has behaved inappropriately

You need to talk to someone about a problem

Suggestion for changes or improvements in school

Report via SMS or visit:

<https://swgfl.org.uk/whisper/pri6/>



## Reporting for staff



### Reporting a Safeguarding Concerns

Please follow the QR below:



<https://edukeyapp.com/safeguard/prism-independent-school>

Password: UniqueYP1

If the concern concerns a staff member, please email this to [Katie.Corfield@prismyouthproject.org](mailto:Katie.Corfield@prismyouthproject.org).

If your concern is in regards to a member of SLT, please email [info@prismyouthproject.org](mailto:info@prismyouthproject.org)

#### **NSPCC details: Worried about a child?**

Due to increased demand across our services, our voice Helpline operates between **10 am–4 pm Monday to Friday**. However, you can email [help@NSPCC.org.uk](mailto:help@NSPCC.org.uk) at any time. It's free; you don't have to say who you are. If you think a child is in immediate danger, please call the police on 999 straight away.

# Behaviour Policy

## Statement and Expectations

PRISM Independent School actively seeks to advocate for young people. The development and well-being of young people are crucial to the future of communities and society as a whole, and this will be done in various ways with a child-centered approach.

Young people's engagement with school and alternative education provision is crucial to their attainment and, in turn, their experience and enjoyment.

The work of PRISM Independent School has an educational focus. All of its work is targeted towards identifying and maximising opportunities for pupils to gain skills and experience which will benefit them in their current and future roles in life. This will enable pupils to gain the knowledge, attitude, and skills needed to identify, advocate, and pursue their rights, responsibilities, and potential as individuals and as members of groups and communities locally, nationally, and internationally while being respectful and tolerant members of society.

PRISM Independent School works with pupils to help them act on the personal, social, and political issues that affect their lives, the lives of others, and the communities in which they have a crucial role. Participation is a central factor within our practice.

What pupils can expect from PRISM Independent School:

- Opportunities to meet other young people in a safe, friendly and non-threatening environment.
- To be treated equally regardless of race, religion, sex, sexuality, culture, age, ability or appearance.
- Access to a wide range of relevant information and advice on essential issues.
- A wide range of challenging and fun activities that will help to develop new skills, knowledge and attitudes
- To be informed of what services and provisions are available now and, in the future,
- To be aware of the right to make a complaint or compliment about the service received

You can expect staff to be:

- Respectful
- Professional, knowledgeable and well trained
- Friendly and approachable
- Supportive and patient
- Reliable and honest
- Able to deal with confidential issues with respect and sensitivity

Projects and other learning activities will be:

- Accessible to all
- Informative
- Educational and engaging
- Safe and Supportive
- Suitably furnished and well-resourced
- Fun

## Positive Behaviours

Positive behaviours will be recorded based on attendance, punctuality, behaviour, appropriate language, effort, etc. Rewards, praise and other positive actions will be logged on the MIS and may include:

- Recreational activity
- Collect "every penny count" for engagement, behaviour and attendance.

Positive phone calls home.

- Positive reports to home and referrer
- Positive 3-way meetings
- Rewards Ceremony
- Parents Evenings

## Behaviour Causing Concern

Each pupil is treated individually. We ensure any consequence or sanction due to negative behaviour will be appropriately weighted to the adverse action and informative to the pupil about the individual problem that the student has created.

Pupils are told what will happen to them if they continue with unacceptable behaviour so they can make a clear, informed choice. Staff must make the consequence relevant to the pupil and the behaviour shown to encourage them to make the 'right choice.'

## Sanctions

Prism uses a range of sanctions depending on the severity of the negative behaviour. Prism has a duty of care to all pupils and staff, and actions, where pupils or staff feel threatened, bullied, or put at risk of harm, cannot be tolerated. However, Prism understands that a pupil's behaviour is a means of communication and will try to understand and de-escalate a situation using various techniques to avoid a situation that would result in the most severe sanctions.

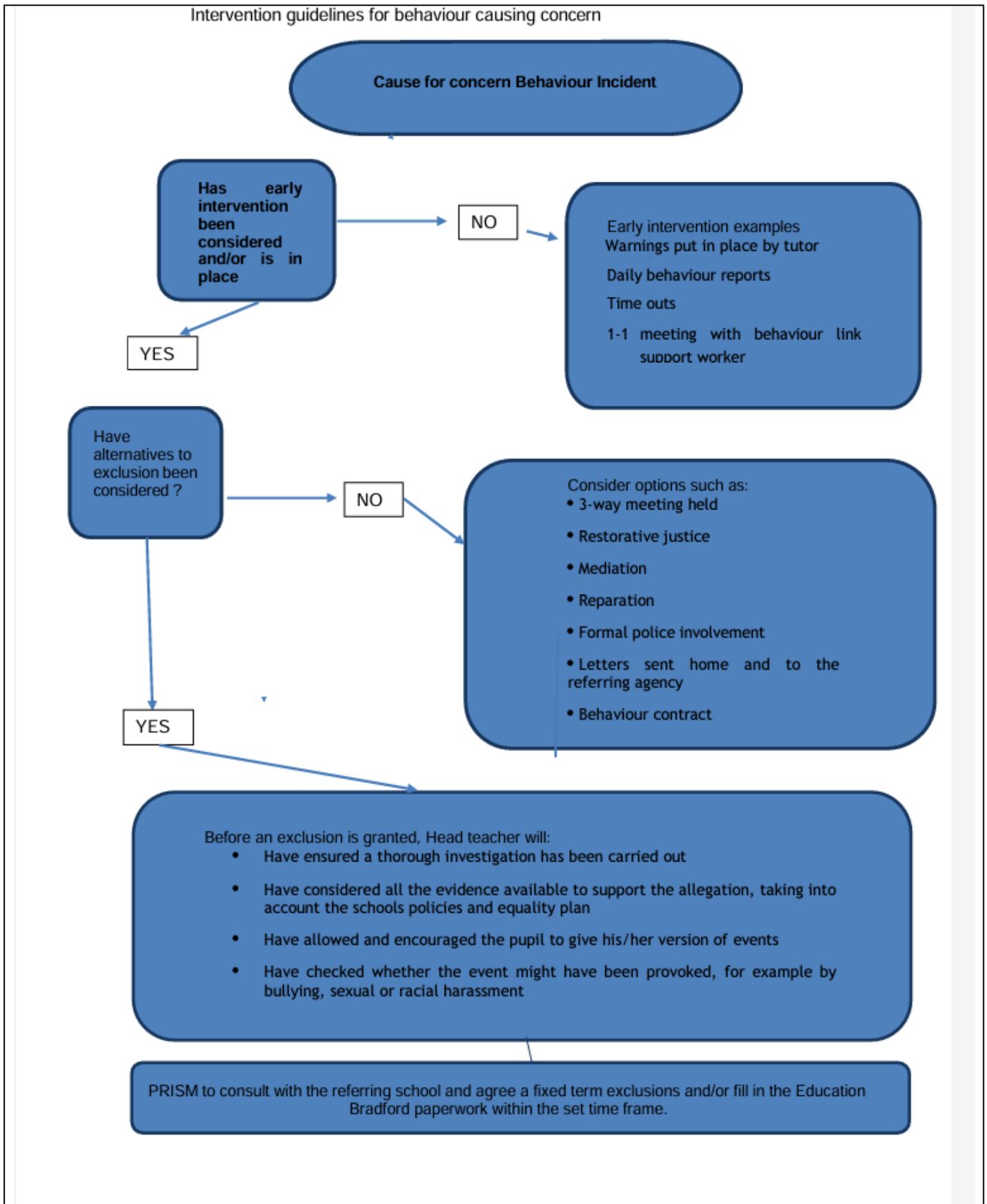
Incidents and Sanctions are discussed, recorded and monitored at Site Meetings. They are then brought as a permanent agenda item in the Senior Management Team meetings. The incidents are analysed at this meeting, and an action plan is created and cascaded to all staff. Senior Managers then monitor and evaluate this maximum of weekly.

Boundaries and actions for significant misbehaviour are in place to ensure the safety and security of pupils and staff.

Prism will continue working with the pupil and their family/carer to monitor and improve their behaviour where possible.

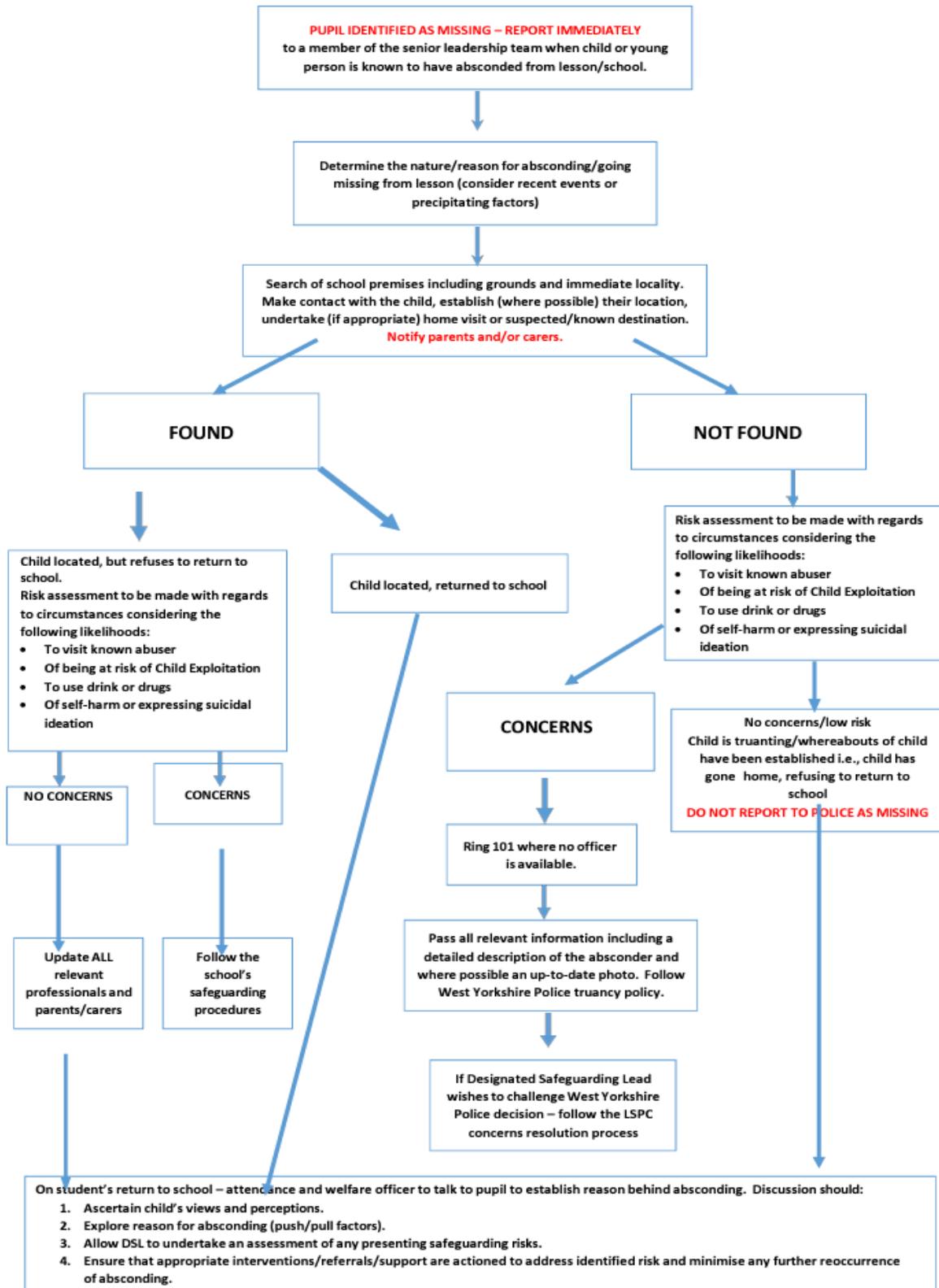
Suppose a pupil and their parent/carer disengage and refuse to access the provision offered (placement breakdown). In that case, Prism will work with the referring school and local authority to find a suitable alternative placement.

## Guidelines for managing behaviour causing concern



### Missing from School Response Checklist

Referral pathway for reporting children and young people missing /absconded during the school day



# Physical Intervention Policy

## Statement of intent

This policy reflects Prism's commitment to maintaining a therapeutic and inclusive educational environment, balancing the needs of individual pupils with those of the wider school community.

Prism Independent School prioritises a safe and supportive environment for all pupils, particularly given its students' specific social, emotional, and mental health (SEMH) needs. While all staff are trained in positive handling techniques, the school has a clear policy on its use to ensure the well-being of all pupils:

### Limited Use of Positive Handling:

Positive handling is only employed in extreme circumstances where immediate action is necessary to prevent harm to the pupil or others. It is not a standard or frequent intervention in the school, recognising its potential to dysregulate or trigger negative emotions in vulnerable students.

### Risk Assessment and Handling Plans:

If a pupil's risk assessment or personal handling plan indicates that regular physical interventions would be necessary, the school evaluates whether it is the appropriate setting for the pupil. Prism takes into account the impact such measures may have on the broader student body, many of whom may have traumatic histories that could be exacerbated by witnessing such interventions.

## Focus on Alternative Strategies:

The school employs **de-escalation techniques** and individualised behaviour management strategies as primary intervention methods. Staff are trained to recognise triggers and work proactively to reduce the likelihood of situations escalating to the point where physical intervention might be considered.

Prism believes establishing a safe, secure, and stable environment is essential to enabling pupils to grow, develop, and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

The school understands that behaviour is often a means of communication that may signal that a pupil needs support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing, and minimising potential triggers of distressed behaviour that may cause harm.

This policy acknowledges that situations may arise in which staff members will be required to use physical intervention and, in some cases, reasonable force to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

This policy ensures that the relevant legislation and national guidance use physical intervention correctly and safely.

## Legal framework

This policy has due regard to all relevant legislation, including, but not limited to, the following:

- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010

This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2021) 'Keeping children safe in education 2021'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Allegations of Abuse Against Staff Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Disciplinary Policy and Procedures
- Complaints Procedures Policy
- Staff Code of Conduct
- Reporting Low-level Safeguarding Concerns Policy
- Child Protection and Safeguarding Policy

## Roles and responsibilities

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Notifying the headteacher that the Behavioural Policy should include the power to use reasonable force.
- Evaluating instances of physical intervention annually to analyse how and when reasonable force is used and identify any trends.
- Reviewing this policy on an annual basis.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding using reasonable force.

The headteacher is responsible for:

- Deciding whether staff members require additional training to enable them to carry out their responsibilities, considering the needs of pupils.
- Ensuring all staff members understand the correct conduct regarding positive handling.
- Handling any allegations of abuse in line with the Allegations of Abuse Policy.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention are used.
- Ensuring that any member of staff who uses reasonable force completes a behaviour form and use of reasonable force form.
- Ensuring that the Behavioural Policy sets out the circumstances in which force might be used.
- Responding to any complaints, in liaison with the governing board, from pupils or parents regarding using reasonable force.

The SENCo is responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to reasonable force.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
- Develop individual risk assessments for pupils with SEND or medical conditions that are agreed upon with the pupil's parents and ensure that the teaching staff is aware of these.
- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.
- Evaluating on a termly basis how reasonable force and physical intervention are used with pupils with SEND in collaboration with the headteacher.
- Ensuring the children's positive handling forms are correct and up to date.

The DSL is responsible for:

- Providing staff with annual reasonable force training that the headteacher deems necessary.
- Ensuring all staff members use reasonable force per this policy.
- Reviewing this policy in liaison with the headteacher and governing board.

## Definitions

For this policy, **'physical intervention'** refers to any situation in which physical contact with a pupil is necessary. This includes reasonable force, e.g., to defuse a situation in which a pupil is at risk of harming themselves or others, and safe touch, e.g., comforting a pupil in emotional distress.

For the purposes of this policy, **'positive handling'** is defined as the overall, graduated approach to responding to pupils' behaviour and emotions to protect pupils and staff and limit damage to others and property. Positive handling adapts the least intrusive intervention techniques in response to situations before using gentle physical intervention and reasonable force as a last resort.

For this policy, **'reasonable force'** refers to a broad range of actions that may be used to control or restrain a pupil to prevent that pupil from hurting themselves or others, damaging property, or causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

For this policy, **'safe touch'** is defined as physical contact that, if avoided, would be inhumane, unkind, or distress a pupil, e.g., where a pupil is significantly distressed and in need of physical comfort.

## Positive handling

The principle of positive handling means that the school expects staff to assess whether the incident requiring a response can be resolved without physical intervention. All staff have the legal power to use reasonable force if necessary and proportionate.

Where possible, the school implements a prevention approach. Staff will be trained to recognise warning signs of severe pain or distress and/or aggressive behaviour, communicate empathetically with pupils displaying such signs to aid them in regulating their emotions, and alter their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions, and levels of need of pupils in their class. It will ensure that individual pupils handle disruptive or aggressive classroom behaviour incidents.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- Verbal de-escalation can be attempted.
- Some actions can be taken to remove triggers from pupils, e.g., dimming the lights and encouraging quiet when a pupil is having a meltdown in response to sensory overstimulation.
- The pupil can be removed from the situation without physical intervention, e.g. if they follow a teaching staff member out of the classroom.
- The pupil has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. asthma, which may be made worse by restrictive holds or sensory issues where physical touch contributes to sensory overload and may provoke aggressive behaviour.
- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the pupil or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property, or serious disruption, reasonable force will not be used on the pupil. Any reasonable force used in non-urgent situations will only be used once all alternative options have been exhausted and when the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, e.g., if a pupil attempts to run out into a busy road. Staff will not be penalised for resorting to physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied to re-establish verbal control as soon as possible and allow the pupil to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

## Reasonable force

Staff members will use appropriate actions in proportion to the circumstances. Where reasonable force is required, the degree and type of force will depend on the pupil's circumstances, e.g., their age or SEND. Two staff members will be present at all times during the use of reasonable force. If a staff member is alone, they will not touch the child until someone else arrives.

The following list is not exhaustive but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a crisis have been exhausted or are not appropriate:

- Members of staff need to control pupils risking their safety or that of others outside of school premises where the same range of support options are not available, e.g., on school trips.
- Members of staff must prevent a pupil from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others.
- A pupil is attacking a member of staff or another pupil.
- A pupil is at serious risk of harming themselves, and a member of staff must intervene to prevent this.
- Disruptive children must be removed from the classroom and are refusing instructions to leave.
- The headteacher or authorised staff are searching for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs.

All staff members will be permitted to use reasonable force where they believe it to be proportionate and necessary, in accordance with their training, as long as all the required precautions are taken. The decision to physically intervene during a situation is down to the staff member's professional judgement and always depends on the circumstances.

The power to use reasonable force also applies to any individual the headteacher has identified as temporarily in charge, such as volunteers.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a pupil's arm to escort them from a classroom.

Reasonable force techniques involving restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly, and prolonged restraint, i.e., restraint beyond that necessary to remove the immediate threat a pupil poses to themselves or others, will not be used.

When staff determines that physical intervention is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is needed in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and further aggressive behaviour from the pupils; however, the school recognises that this is not possible in some emergencies.

Staff will never give the impression that they are acting out of anger or are punishing the pupil. Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergencies where there is not sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where a member of staff believes that they are at risk, e.g. where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another staff member.

Reasonable force techniques which present an unacceptable risk and will not be used under any circumstances include:

- Blocking of the airway
- Closing of the chest - positional asphyxiation
- Holding of the fingers

Staff will also be aware that, in some instances, it will cause more distress to a pupil and may increase the risk of harm to their peers if they are prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to go, the staff member in charge of the situation should use their judgement to enable pupils to remove themselves from the area, as environmental factors in the region may provoke their behaviour.

Following the incidents where reasonable force is used, the pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid the reoccurrence of such incidents.

## Pupils with SEND

The school will consider the risks posed by the additional vulnerability of pupils with SEND in terms of physical intervention and reasonable force.

The SENCo will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination, and the Public Sector Equality Duty and that staff who come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without reasonable force.

The school is aware that pupils with SEND may sometimes experience meltdowns, manifesting in aggressive or seemingly uncontrollable behaviour. Where it is known that a pupil is prone to meltdowns, the inclusion team and headteacher will draft a risk assessment to determine planned strategies for managing the pupil's meltdowns tailored to the pupil's specific needs to avoid using reasonable force. Where appropriate, these risk assessments will be conducted in collaboration with the pupil and their parents.

Some pupils with SEND may require physical intervention when they feel overwhelmed or stressed, e.g. a tight hug; however, this will be discussed as part of relevant risk assessments.

Staff members will not assume that a technique employed for one pupil with SEND will apply to other pupils with SEND.

Staff will also be aware that pupils with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as 'stimming', and that some pupils may engage in self-injurious stimming, e.g. repeatedly hitting or scratching themselves. While this can be alarming, staff will be aware that stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members will aim to remove distressing stimuli from the environment, where possible, or will support pupils to engage in less harmful stimming methods, e.g. by providing them with something to play with or demonstrating a less harmful stim, such as hand flapping.

Staff will be aware that restraining a pupil to prevent them from stimming entirely can cause extreme distress and lead to further aggressive behaviour. Self-injurious stimming and tactics to support a pupil's engagement in safer stims will be included as part of the pupil's risk assessment.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

## Post-incident support

Following an incident of reasonable force, all pupils and staff members will be given any necessary first aid to treat injuries and emotional support as soon as possible.

Wherever reasonable force is used, staff members and pupils involved in incidents will be given separate opportunities to reflect on what happened with a member of the inclusion team.

It will be explained to the pupil involved why such intervention was used and reassured that the intervention was not a punishment for their behaviour but rather a method of defusing the situation and preventing them from harming themselves or others. The pupil will be asked about the reasons for their behaviour, including:

- Why was their environment causing such distress for them, e.g. in an instance of sensory overstimulation leading to a meltdown?
- Whether they feel there was anything that could have been done to meet their needs before the situation escalated.
- Whether, and how, staff actions were helpful or unhelpful.

Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of pupils.

The child involved in the use of reasonable force will be first aided and relevant forms will be completed.

## Reporting incidents

A detailed written report will be kept of all incidents where reasonable force is used, distinguishing between planned interventions, i.e. those in line with approved strategies for the behaviour of specific pupils, and unplanned or emergency interventions.

Immediately following an incident, the member(s) of staff involved will verbally report the incident to the headteacher and provide a comprehensive written record of the situation as soon as possible, using the use of reasonable force form. The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, the reasons why specific interventions were employed, and any injuries incurred due to the incident.

Records should be retained and analysed by the headteacher, Deputy, and SENCo where physical intervention was used on a pupil with SEND, on a termly basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Records should also be sent to the governing board annually for evaluation.

Staff members who do not record an instance of reasonable force where it has occurred may be disciplined in line with the Disciplinary Policy and Procedures.

The headteacher will make the decision as to whether it is appropriate to inform the pupil's parents of the details of an incident. If it is appropriate, the following will be adhered to:

- Parents will be informed in writing and a copy of this report will be given to the member(s) of staff involved in the incident.
- The report will inform parents of their right to complain about the use of positive handling and reasonable force, in line with the Complaints Procedures Policy.

If a member of staff witnesses or suspects the use of reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the headteacher immediately.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's Allegations of Abuse Against Staff Policy.

The headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.

## Complaints

All members of staff will be made fully aware of the consequences and legal repercussions that can occur following the incorrect use of physical intervention and force.

All complaints regarding the use of physical intervention or force will be investigated in a thorough and speedy manner. The person making the complaint is responsible for providing evidence for their allegations, e.g. testimony of events or evidence of injury – it is not for the member of staff to prove that their actions were made reasonably.

In extreme circumstances, parents may take civil action or pursue a criminal prosecution. In the case where a member of staff has acted within the law, this will provide a defence to any civil or criminal prosecution.

Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to, in line with the Allegations of Abuse Against Staff Policy:

- Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.
- The governing board will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident.
- Where a member of staff is suspended, the school will ensure that the staff member has access to a named contact that can provide support and guidance.
- The school will provide pastoral care to any member of staff who is subject to a formal allegation.

## Safe touch

The school understands that the following examples are instances of safe touch which may occur between staff and pupils:

- Comforting an upset or distressed pupil
- Congratulating or praising a pupil
- Holding the hand of a pupil to guide them, such as when crossing a road or walking to assembly
- Giving first aid to a pupil
- Demonstrating exercises or techniques during PE lessons
- Administering medicine
- Using musical instruments

The school understands that certain types of physical contact between staff and pupils are inappropriate, e.g. cuddling, lap-sitting and some instances of holding hands, and that safe touch should never be invasive, humiliating or flirtatious.

The school designates that the only appropriate places on a pupil's body to touch them are their shoulders, arms and upper back.

Staff employing touch for reward or comfort will use the 'school hug', rather than an embrace. The school hug is a sideways hug whereby the member of staff places their hands on the pupil's shoulders. This type of hug prevents the pupil from turning themselves towards the member of staff and thus engaging in a 'front' embrace, which the school deems inappropriate.

The school recognises that staff will sometimes need to hold a pupil's hand, e.g. to guide them or prevent them from physical harm. Staff needing to hold a pupil's hand will use the 'school hand hold' in order to prevent any inappropriate exchange between staff and pupils. The school hand hold involves the member of staff holding their arm out and the pupil wrapping their hand around the staff's lower arm. If required, the member of staff can then place their free hand on top of the pupil's for extra security.

The school understands that pupils are not always aware of the boundaries between staff and pupils and thus may try to engage in physical contact, such as lap-sitting or inappropriate hand-holding and hugging. Should a pupil try to engage in any inappropriate physical contact, the member of staff will explain to the pupil why it is unacceptable and encourage them to engage in the school-hug or school-hand-hold instead.

If a member of staff attempts to use one of the safe methods of touch and a pupil is unhappy or uncomfortable with this, the member of staff will retract immediately in order to respect the pupil's wishes.

Appropriate touch involving pupils with SEND will be in line with their EHC plan or IHP.

Where it is reported that a staff member has engaged, or is suspected to have engaged, in touch that is not appropriate in line with this policy and the Staff Code of Conduct, this will be handled in line with the Reporting Low-level Safeguarding Concerns Policy, or, where there have been multiple reports of inappropriate touch or an instance of touch which is severely inappropriate, the Allegations of Abuse Against Staff Policy.

## Monitoring and review

This policy will be reviewed on an annual basis by the headteacher, Deputy, DSL, SENCo and governing board, who will consider any necessary changes and communicate the findings of the review to all members of staff.

# Anti-Bullying Policy

## Statement

All pupils within PRISM have the absolute right to be educated in a safe and secure environment and to be protected from anyone who wishes to harm, degrade or abuse them.

PRISM is responsible for responding to bullying incidents and emphasising to staff, pupils, their parents/carers and all other stakeholders PRISM's commitment to thoroughly investigate all bullying incidents so that all pupils can enjoy a safe learning environment.

To this end, PRISM will:

- Fulfil their statutory responsibility to respect the rights of children and to safeguard and protect their welfare;
- Address the problem of bullying through the implementation of PRISM's policies and procedures;
- Raise awareness among staff, pupils, parents/carers and wider stakeholders about the issue of bullying to create an environment where bullying is seen as unacceptable;
- Be proactive in the prevention of bullying and demonstrate to bullies that their Behaviour is unacceptable and reassure victims that action will be taken to keep them safe;
- Make staff, pupils, parents/carers and wider stakeholders aware of what actions to take when an incident of bullying has occurred, including access to current training to ensure best practice;
- Accurately record all incidents of bullying and monitor the effectiveness of strategies implemented when bullying has occurred;
- Address the Behaviour of the bullies relatively in line with the Behaviour policy and provide guidance and support so that they can change their Behaviour;
- Ensure that trusted adults within the Prism environment fully support victims of bullying.

## Definition

School bullying can be defined as: *"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."*

**Reference: The Anti-Bullying Alliance 2017** [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Bullying can be physical, verbal, emotional, sexual, online/cyber and indirect. Examples of bullying Behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name-calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic, bi-phobic or transphobic abuse, exposure to inappropriate films etc.
- Online/cyber: posting on social media, sharing photos, sending nasty text messages, and social exclusion.
- Indirect – can include the exploitation of individuals.

**Reference: The Anti-Bullying Alliance 2017** [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

## Prevention

### Staff

All staff will be made aware of PRISM's stance on bullying through staff meetings and training. Staff will consistently apply Prism's anti-bullying policy when they witness or report bullying episodes. Staff will regularly reinforce the message to pupils that bullying is unacceptable and will take positive action to prevent it.

## Pupils

The issue of bullying will be raised with pupils on several levels, including the following:

- Upon referral to Prism and during the initial visit to Prism;
- At the whole school level, through nurture activities, school council and regular drop-down events;
- At regular intervals throughout the academic year during assemblies, interventions, PSHE and other timetabled activities;
- Personalised interventions where needed to address any individual concerns through our youth intervention team.

## Parents and Carers

Parents/carers and pupils will be regularly consulted about their views on the effectiveness of anti-bullying strategies at Prism through parent surveys and pupil voice sessions.

## Evaluation

Data gathered from all stakeholders will be analysed to inform the development of future anti-bullying strategies and initiatives. Recording of incidents, intervention and implementation of the anti-bullying policy will be quality-assured by the Designated Safeguarding Lead and the Head Teacher. The Anti-Bullying Policy will be reviewed every three years.

## Documentation

All bullying episodes reported to staff verbally or in writing will be recorded by trained staff on the MIS system. Any safeguarding issues arising from these incidents will be logged on the provision map, automatically alerting all Designated Safeguarding Leads and members of the Senior Leadership Team.

## Consequences

Bullying incidents will be resolved by staff with positive relationships with pupils (s). A sanction will be imposed, which may include any of the following:

- A vital meeting between the parties involved;
- Eliciting an apology, verbal or written, from the perpetrator of the bullying to the victim;
- Contacting parents/carers, social workers and other professionals;
- Removal of break or lunchtime of the perpetrator for a set period;
- Asking another adult to mediate between the bully and the victim;
- Intervention programme delivered to the perpetrator and the victim.

Repeated or more severe incidents of bullying Behaviour may result in the following:

- Referral to the Senior Leadership Team for further action;
- 1:1 targeted intervention work either on-site or off-site;
- Internal Exclusion (as an alternative to a Fixed Term Exclusion) to undertake a bespoke intervention;
- External Exclusion (Fixed Term Exclusion).

# PREVENT policy

## School Ethos

Prism is committed to providing a secure environment for our pupils and staff. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance [British Values] for those with different faiths and beliefs. We teach and encourage students to respect one another and to respect and tolerate differences, especially those of a different religion or no faith. Our most fundamental responsibility is to keep our students safe and prepare them for life in modern Britain and globally. We recognise that, as in all schools, there is a risk that pupils could be drawn into extremism and radicalisation.

Prism is clear that extremism and radicalisation should be viewed as a safeguarding concern. We welcome our duty to have “due regard to the need to prevent people from being drawn into terrorism.” This duty is known as the Prevent duty. There is no place for extremist views in Prism, whether from internal sources—pupils, staff, governors—or external sources—external agencies or individuals.

Our pupils' school must be a safe place to discuss and explore controversial issues safely and unbiasedly, and our teachers encourage and facilitate this.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear, and mistrust of others based on ignorance or prejudice, thereby limiting the life chances of young people. Education is a powerful weapon against this, equipping pupils with the knowledge, skills, and critical thinking to challenge and debate in an informed way.

## Objectives

- Tackle the ideological causes of terrorism through education of individuals and groups
- Intervene early to support individuals susceptible to radicalisation
- Enable individuals to disengage and rehabilitate
- Legal framework
- This policy has due regard to the following guidance, including, but not limited to, DfE ‘The Prevent Duty’.

## Definitions

For this policy, “**radicalisation**” is a process by which an individual or group adopts increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and undermine contemporary ideas and expressions of freedom of choice.

For this policy, “**extremism**” is understood to hold extreme political or religious views, such as fanaticism.

## Risk indicators

Prism will regularly assess the risk of students being drawn into terrorism and extremist activities. This involves having a clear understanding of the risks that can affect children in our area and a specific knowledge of how to identify children who are at risk.

Prism recognises that certain behaviours may indicate that an individual is at risk of radicalisation. All staff are responsible for identifying and reporting these risk indicators to a senior staff member.

### Indicators of a crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

### Indicators of susceptibility through a personal crisis:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from British values
- A sense of grievance triggered by personal experience of racism or discrimination

### Indicators of susceptibility through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

### Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice-related material
- Property damage
- Refusal to cooperate with teachers'/adults' requests
- Condoning or supporting engagement with extremist ideologies or groups

## Making a judgement

When making a judgement, staff should ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for extremist activities, e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Is there evidence of extremist ideological, political or religious influences on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has a significant shift in the child's outward appearance suggested a new social, political or religious influence?
- Has the pupil conflicted with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks verbally or in their written work?
- Has the pupil witnessed or been the victim of a racial or religious hate crime?
- Has the pupil travelled for extended periods to international locations?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence a significant adult or other person in the pupil's life has extremist views or sympathies?

### Critical indicators include where the pupil is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and behaviour

## Referrals

All staff are encouraged to raise concerns about an individual with the designated safeguarding leads. The safeguarding and prevention duty lead will assess the situation and decide whether further action is required. If so, they will discuss any concerns with the Headteacher and determine the best course of action regarding a referral.

## Staff training

All staff will undertake prevent awareness training to advise and support other staff in protecting children against the risk of radicalisation.

## Online Safety

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanates from a variety of sources and media, including the Internet. Online safety is an integral part of our work.

## Hate Crime and Bullying

### Definition

According to the Police and the Crown Prosecution Service, the definition of hate crime is:

*“Any criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person’s:*

*race or perceived race;*

*religion or perceived religion; sexual orientation or perceived sexual orientation;*

*disability or perceived disability;*

*and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.”*

There is a distinction between a hate crime and a hate incident. A hate incident is *“any incident in which the victim, or anyone else, thinks is based on someone’s prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.”*

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct that will be considered a hate incident is wide-ranging and includes the following:

Verbal abuse; harassment; bullying or intimidation; physical attacks; threats of violence; hoax calls; abusive phone or text messages; hate mail; online abuse; displaying or circulating discriminatory literature or posters; graffiti; arson; throwing rubbish in a garden; malicious complaints.

**Reference: The Anti-Bullying Alliance 2017** [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

## Recording

Incidents of bullying with racist, faith-targeted, homophobic, bi-phobic or transphobic content will be recorded on the MIS system and be referred to the Designated Safeguarding Leads and the Senior Leadership Team.

## Reporting

If a hate crime has been committed, it will be reported to the police. For hate incidents where a crime has not been committed, perpetrators will be sanctioned by Prism’s Behaviour Policy, and an intervention programme will be undertaken.

Suppose an incident raises concerns about a student’s welfare, Behaviour, or circumstances, including expressing extremist ideas/terminology. In that case, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead may complete a referral to the PREVENT team after investigation. PREVENT is one strand of the UK’s counterterrorism strategy, known as CONTEST.

Further guidance on Bradford’s PREVENT and CHANNEL strategies, the referrals process and available support can be found at:

<https://www.saferbradford.co.uk/community-safety/bradford-district-prevent-action-plan/>

# Safer Recruitment Policy

## Introduction

This policy has been developed to embed safer recruitment practices and procedures throughout the PRISM Independent School and Youth project and to support creating a safer culture by reinforcing the safeguarding and well-being of the young people in our care. This policy complies with the guidance outlined in Keeping Children Safe in Education and Dealing with Allegations of Abuse against Teachers and other staff – 2012

This policy aims to ensure a safe and fair recruitment and selection process for all staff and volunteers by:

- Attracting the best possible candidates
- Deterring prospective candidates who are unsuitable for applying for vacancies
- Identifying and rejecting those staff/ volunteers unsuitable to work with children and young people.

Personnel files will be reviewed a minimum of every three years.

## Roles and responsibilities

PRISM's Management Committee will:

- Ensure Prism has adequate policies and procedures in place for the safe and fair recruitment and selection of staff and volunteers
- Monitor Prism's compliance

The Headteacher will:

- Ensure PRISM operates safely and fairly. Recruitment and selection procedures are regularly reviewed and updated to reflect any changes in statutory guidance.
- Ensure that all appropriate checks have been carried out on staff and volunteers
- Monitor any contractors and agencies' compliance with this document
- Promote the safety and wellbeing of pupils at every stage of this process

## Inviting Applications

**All advertisements for posts of regulated activity, paid or unpaid, will include the following statement:**

All applicants will receive the following when applying for a post:

- Job description and specification
- Application Form

If successfully shortlisted for interview all applicants will be asked to provide ID and where possible DBS update number during the interview process.

When offered a job has been given the candidate will be sent

- Offer letter – which will need to be returned before onboarding process can start

Prospective applicants must complete in full and return a signed application form.

## Identification of the Recruitment Panel

Where possible, Prism will have at least one person on the panel who has completed Safer Recruitment Training.

## Short Listing and References

Candidates will be short-listed against the person specification for the post.

Two references, one of which must be from the applicant's current/most recent employer, will be taken up, where possible, before the selection stage. References will be sought directly from the referee and, where necessary, will be contacted for clarity. Detailed records of any such exchanges will be kept.

### Reference Requests will contain:

- The candidate's suitability to work with young people
- Disciplinary warnings, including time-expired warnings relating to the safeguarding of children and young people
- The suitability for the post
- The current position and salary
- Sickness and attendance records
- Disciplinary Records

All appointments are subject to satisfactory references, vetting procedures and DBS clearance.

## Invitation to Interview

Candidates called to interview will receive:

- A letter confirming the interview
- Details of the interview, including the panel members
- Details of any tasks to be undertaken as part of the interview process
- The opportunity to discuss the process before the interview

## The Selection Process

The nature and duties of the post will determine selection techniques.

Interviews will always be face-to-face, and the candidates will be required to:

- Explain any gaps in employment
- Explain satisfactorily any anomalies or discrepancies in the information available to the panel.
- Declare any information that is likely to appear on a DBS disclosure
- Demonstrate their ability to safeguard and protect the welfare of young people

## Employment Checks

Any offer of employment will be conditional, and all successful candidates will be required to:

- Provide proof of identity
- Completed an enhanced DBS application and received satisfactory clearance
- Provide proof of professional status
- Provide actual certificates of qualifications
- Complete a confidential health questionnaire
- Provide proof of eligibility to live and work in the UK

### All checks will be:

- confirmed in writing
- documented and retained on the personnel file
- recorded on Prism's Single Central Record
- Followed up if there are unsatisfactory or there are discrepancies

Once all checks have been completed and references received, employment can commence.

## Induction

All new staff and volunteers will receive an induction which will include:

- Terms and conditions
- Health, Wellbeing and Safeguarding
- Safeguarding, Child Protection, and PREVENT training
- Role-specific induction
- Copies of required handbooks

All successful candidates will be subject to a probationary period of at least three months, as outlined in the employment contract.

## Supply Staff

PRISM Independent School uses agencies for all supply staff. All agencies operate a safer recruitment policy and supply written confirmation that all the relevant checks have been satisfactorily completed. All information disclosed as part of the DBS check will be treated confidentially.

## Equality and Diversity Policy

Prism recognises that all sections of society may experience prejudice and discrimination. We are committed to equality of opportunity in providing services and our role as a significant employer. We believe everyone has the right to be treated with dignity and respect.

### This policy seeks to:

- Enhance and promote high-quality services which are responsive to different communities and individual's needs;
- assist in creating a productive, safe and prejudice-free work environment which treats all employees fairly and with respect;
- demonstrate and promote a commitment to equality issues to both the community and employees by challenging discrimination and valuing the diversity amongst communities and staff in the light of the benefits this brings to Prism's work;
- develop more robust internal and external communications on all aspects of PRISM Independent School business but precisely equality issues and ensure that people's views are listened to and responded to;
- Improve the motivation, performance, skills and morale of the workforce.

We acknowledge that equal opportunities are the responsibility of every employee, particularly those who have line management responsibility in the workplace.

We are committed to ensuring that our services are accessible to all Stakeholders.

All employees will be fully aware of this policy and must adhere to its requirements. Any employee who feels that they have grounds for complaint regarding bullying, discrimination, harassment, or victimisation has the right to pursue their complaint through the relevant internal policies and procedures.

We are determined to ensure that every job applicant, internal or external, applying for a vacant post receives fair and equitable treatment. We seek to recruit only the best people for the job. Selection is based on merit alone, using the Prism staff recruitment policy.

We are committed to valuing and supporting our employees to realise their full potential and creating a diverse workforce that broadly reflects the community in which we operate.

The policy conforms to the United Kingdom and European Union anti-discriminatory legislation and relevant Codes of Practice.

### Recruitment and selection

All information requested from candidates concerning their criminal records will be treated as confidential and seen only by those who need to see it as part of the recruitment process.

As Prism meets the requirements for exempted questions under the Rehabilitation of Offenders Act 1974, all applicants offered employment in sensitive jobs will be subject to a criminal record check from the Criminal Records Bureau before the appointment is confirmed. This will include cautions, reprimands, final warnings, and convictions.

### During employment

Employees are required to disclose any convictions received during their employment. Relevant factors that need to be considered regarding the sentence and future employment are the role and responsibilities of the postholder, the nature of the sentence, and the potential impact on PRISM Independent School.

### Monitoring, evaluation and review

The Executive Headteacher of PRISM Independent School is responsible for monitoring this policy's effectiveness. This will be undertaken in consultation with the appropriate negotiating bodies. This policy is monitored, evaluated and reviewed annually to keep it current and meet legislative and best practice requirements.

Information on important service delivery and employment aspects will be collated from monitoring recruitment and workforce statistics. User uptake will be analysed with service-specific action plans to understand how our policies and procedures create equality of opportunity. Appropriate action will be taken to address any particular obstacles or difficulties identified.

## Key issues in eliminating prejudice and discrimination

### Recruitment and selection

All recruitment and selection processes must follow the Prism Independent School Code of Practice on Recruitment and Selection. Any employee in a selection panel will undertake the appropriate training for their role. We are committed to securing a workforce that, where possible, reflects the local community. To ensure we recruit the best person for the job, selection for any vacant post will be based on merit.

### Equal opportunities training

We are committed to providing appropriate training programmes to make this policy an effective working document. We endeavour to offer relevant equality training to all staff and volunteers by giving them awareness and understanding of equality issues. We will strive to develop mechanisms that show how equality can impact good working relationships, enhance our service delivery standards, and improve the business.

### External organisations

We encourage all organisations with whom we have contact, be they partners, suppliers or contractors, to be aware of our policy. Where appropriate, we expect such organisations to embrace this policy to help eliminate unfair practices.

### Positive action

Positive action is described as a range of measures which may be adopted under the Race Relations Act 1976, Race Relations (Amendment) Act 2000, Sex Discrimination Act 1975 and Disability Discrimination Act 1995. Our aim is not to discriminate positively but to assist and encourage opportunities for particular groups in areas where they are under-represented. Where appropriate, positive action initiatives will be developed for the employment, training, and development of people from under-represented groups at all workforce levels to achieve equality of opportunity for selection at the point of entry and further promotional opportunities.

### Communication

We believe good communication is the key to developing equality of opportunity for all members of society. This can be especially difficult for people whose first language is not English, who are deaf and hearing impaired, who are blind, or who have a visual impairment. We are committed to making appropriate facilities available and accessible to enable the public and employees to communicate effectively by providing information in various formats.

### Work-life balance

We acknowledge that some working arrangements may be complicated for certain sections of society. We provide flexible working practices and family-friendly policies to encourage existing employee retention and attract the best possible candidates in the recruitment process. Available schemes include part-time work, job sharing, maternity support leave, adoption leave, flexible working hours, disability leave, and other special leave provisions.

### Social inclusion

Social Inclusion has direct links with anti-poverty, disadvantage, discrimination, and equality issues. Economic and social factors may increase the likelihood of individuals being affected by exclusion. Certain groups may experience disadvantage and discrimination because of their education, employment status, health, or other factors.

## Explanation of terms

**Direct discrimination** occurs when a person is treated less favourably on the grounds of race, gender, marital status or disability from the way another person is treated or would be treated in the same or similar circumstances. Segregating a person from others on such grounds constitutes less favorable treatment and may, therefore, be unlawful.

**Indirect discrimination** occurs when a rule, condition, or requirement is applied to everyone. Still, a considerably smaller proportion of people from a particular group can comply with it because of their race, gender, or disability; this could hurt an individual, cause a detriment or loss to a person, and may be unlawful if it cannot be justified.

**Victimisation** occurs when a person is treated less favourably than another because that person has brought a complaint of discrimination under legislation or internal policy/procedure. It can also occur when an individual is treated less favourably if they have given evidence or information to such proceedings.

**Harassment** can be defined in many ways but is generally identified as unwanted conduct affecting an individual's dignity. It includes unwelcome and unreciprocated verbal, nonverbal, and physical conduct, intimidation, or inappropriate personal attention that may or may not be unlawful.

**Bullying** is increasingly recognised as a serious management issue and is often unreported. People affected by bullying may feel the matter appears trivial or have difficulty describing it. Bullying can be defined in many ways but is generally identified as a misuse of power. Examples could include:

- persistently criticising unnecessarily;
- shouting at colleagues in public or private;
- deliberate isolation by ignoring or excluding a person;
- withholding information or removing areas of responsibility without justification;
- spreading malicious rumours;
- making inappropriate comments;
- blocking leave or training applications without reason;
- setting objectives with impossible deadlines with the deliberate intention of undermining;
- practical jokes or unwanted gifts;
- Displaying a person's self-respect through condescending treatment humiliates, intimidates, or demeans.

**Inappropriate language and behaviour** which offends or threatens work colleagues or the public will not be tolerated. We seek to encourage language and behaviour, promoting respect and good relations between our employees and service users. Any employee who feels offended or threatened by another's language or behaviour can address the issue through the appropriate channels.

# Home Visiting, Working one to one and Lone Working Policy

## Senior Management will:

- Be responsible for the health and safety of employees and others who they manage and have responsibility for;
- Ensure that adequate resources are made available to facilitate healthy and safe working practices;
- Ensure that all employees have knowledge of the health and safety policy and accept their responsibility during the induction period for following all required procedures.
- Keep an up-to-date directory of staff home contact/car details, i.e., home telephone number, mobile numbers, emergency contact person and number, address, make, colour, and car registration. This should be kept confidential and accessible from the senior manager's home, where possible, and the workplace.
- Provide support and guidance to any member of staff who may be deemed vulnerable or at risk from service users outside of working hours.

## Employees will:

- Take reasonable care of their health and safety, as well as those of others.
- Not intentionally or recklessly interfere with or misuse anything provided in the interest of health, safety or welfare;
- Make themselves familiar with and conform to the Prism Health and Safety Policy and drivers handbook.
- Observe all health and safety rules and procedures at all times and conform to instructions given.
- Report to the necessary member of the team any unsafe conditions or practices in their workplace;
- Attend health and safety-related training courses when instructed to do so.

**Matters relating to health and safety should be addressed and noted regularly through the Bright Safe system for reporting.**

It is reasonable to expect all staff to exercise care when undertaking their duties on behalf of Prism. Examples of such care include the following, which should be carried out with due regard to the PRISM Independent School Health and Safety Policy.

## Home Visits and 1:1 Lessons: (potential risks/assessment)

To minimise risk, planning before the visit is undertaken. This starts with risk assessment, which gathers as much relevant information as possible. Information might include the following.

What is known about the individuals' current circumstances?

- Have they experienced some recent trauma that might increase the risk of assault? (Bereavement, separation from a partner, prosecution, removal of children. etc.).
- Have colleagues from other agencies had recent contact that could provide insight into the individual's current temperament?
- Are there drug or alcohol issues?
- Before approaching the premises, assess the risk. Listen, observe, and try to evaluate what is happening within. If you are uncertain, leaving is better than putting yourself at risk.
- Before entering the premises, consider the occupant's presentation, disposition and demeanor.
- Upon entering the rooms, consider where the lesson is to be conducted and try to position yourself within easy reach of an exit or leave the door open if necessary.
- If the employees do not feel comfortable working 1:1 with pupils, they are to inform a member of management as soon as possible.

### General precautions:

- Employees should always carry identification when visiting. This does not mean it has to be worn and visible to the general public.
- Vehicles should have adequate fuel and be maintained in good working order (regularly serviced, tyres routinely checked, oil and water checked regularly).
- When parking your vehicle, consider the vehicle's positioning to facilitate an unhampered and prompt departure.
- While it is advisable to park your vehicle close to the premises you are visiting, consider parking in a well-lit area.
- Make sure valuables are out of site.
- Be aware of dogs in the neighborhood and as you enter the property. Do not ask the owner to put the dog in another room.
- Ensure you know reporting requirements immediately after any accident, including road traffic accidents.
- Workers should always be aware of their surroundings and have regard to accessing and exiting any premises. It is considered good practice to try and ensure that if you are driving, you park in a position that enables you to drive away without having to undertake time-consuming manoeuvres, e.g. if you are in a cul de sac, turn the vehicle around so it is facing the exit route before the visit or meeting taking place. If possible, have your car keys ready to unlock upon returning to it to ensure swift access. Try to avoid isolated or poorly lit areas.
- Plan your visit and let us know your whereabouts. If it is an initial home visit, two staff members will complete it where necessary.
- For ongoing home visits or home tuition, workers should undertake a risk assessment. This might include a visit to familiarise yourself with the area and checking with colleagues if the area/service user may pose a risk (where they are previously known). If workers feel vulnerable, unsafe or potentially at risk of harm about undertaking a visit based on information provided, advice and support should be sought from the manager before the visit. If there are concerns about continuing the visit once made, the worker should walk away and report reasons/concerns to their line manager. Examples of support available may include inviting the service user to meet with you in an alternative place, such as the office or other community-based venue, or joint visiting with another staff member. Consideration should be given to the possible need for two workers undertaking the home visit where it is necessary to observe the home as part of the meeting, depending on the nature of the work.
- Ensure you carry the minimum required for a visit and never leave any belongings on show inside the vehicle. It is not advisable to carry laptop computers when out on a home visit or be seen using them in a public place. Where it is necessary to carry additional belongings, keep them locked in the car's boot until needed. Workers should not have files or other documentation containing personal or confidential information about themselves or service users. **A manager should seek permission when removing confidential information from the office if it may be deemed necessary.**

Mobile telephones: Staff should always ensure they are charged and switched on during working hours. However, they should not be used for personal use during work times.

### Office-based procedures for home visiting:

It is important to follow health and safety procedures at all times. The following guidance is for office-based practice and will help you ensure your safety as much as possible.

Employees are responsible for ensuring they call a team member to inform them they have arrived safely and give an estimated time for leaving. This should then be displayed to notify all other staff; a call will be made as the visit is completed. If this call is not made, then a team member at the base will make a phone call to check on the progress of the visit.

**Procedure for 'Mr. Crier'** - this procedure will come into play if a worker feels under threat or at risk of violence.

**Whoever takes a Mr. Crier call must see it through to the conclusion.**

If you are the worker making an urgent request for help, you will say:

***"I'm running late. Can you let Mr. Crier know!"***

If you are the worker who receives this call from a colleague, you should **immediately notify the police**, providing them with all relevant details of the person's location and circumstances.

A team manager **MUST** be informed as soon as this procedure is activated. The manager should then liaise with the police and, if it is safe, also visit the known location.

### Lone Working:

There may be occasions when it is either planned or becomes apparent that workers are likely to want or need to work later than other colleagues.

Where this may be the case, it is good practice to undertake the following:

- Ensure you are familiar with the emergency procedures for your premise and where exit points are;
- Check who else may be in the building and where they are located;
- Check who has responsibility for locking the building for the night/weekend; ensure that person is aware you are there and let them know when you are leaving;
- If your car has been parked in an isolated place in proximity to the work base, move it to a spot nearer the work base exit whilst other colleagues are around;
- Ensure that access points to the building are locked, preventing access from the outside;
- Consider very carefully the information you or other colleagues may be giving to service users enquiring about a colleague's whereabouts. If the staff member being asked about is unavailable, then the caller must be told just that.
- Ensure you are aware of first aid provisions and the location where they are kept;
- Report any accidents to your line manager or other nominated person as soon as possible (including road traffic accidents);
- Ensure (as appropriate) that your line manager is aware of any medical issues you may have and that these are reviewed via a personal plan, taking into account potential circumstances that may arise.

**If any member of staff feels threatened harm at any time, they must report the matter to the manager. An incident form should be completed and logged as necessary.** In such instances, the manager and member of staff should carefully consider the most appropriate course of action, including reporting the matter to the police.

Agreed by the Managing Director

Katie Corfield – 13.11.2024



*\*To be reviewed within 2 years, or earlier if necessary*

# Suspension and Permanent Exclusion Policy

## Aims

We are committed to following all statutory exclusions procedures to ensure every child receives an education in a safe and caring environment.

Prism aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

## A note on off-rolling

Prism is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

*“The practice of removing a pupil from Prism roll without a formal, permanent exclusion or by encouraging a parent to remove their child from Prism roll, when the removal is primarily in the interests of Prism rather than in the pupil’s best interests.”*

We will not suspend or exclude pupils unlawfully by directing them off-site or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g., sending them home to 'cool off.'
- Because they have special educational needs and a disability (SEND) that Prism feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from Prism

## Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: **Suspension and permanent exclusion** from maintained schools, academies and pupil referral units in England, including pupil movement. ([www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion))

It is based on the following legislation, which outlines schools' powers to exclude pupils:

Section 51a of the **Education Act 2002** ([www.legislation.gov.uk/ukpga/2002/32/section/51A](http://www.legislation.gov.uk/ukpga/2002/32/section/51A)), as amended by the **Education Act 2011** ([www.legislation.gov.uk/ukpga/2011/21/contents/enacted](http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted))

**Prism Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012** ([www.legislation.gov.uk/uksi/2012/1033/made](http://www.legislation.gov.uk/uksi/2012/1033/made))

In addition, the policy is based on:

Part 7, chapter 2 of the **Education and Inspections Act 2006**, which sets out parental responsibility for excluded pupils ([www.legislation.gov.uk/ukpga/2006/40/part/7/chapter/2](http://www.legislation.gov.uk/ukpga/2006/40/part/7/chapter/2))

Section 579 of the **Education Act 1996**, which defines 'school day' ([www.legislation.gov.uk/ukpga/1996/56/section/579](http://www.legislation.gov.uk/ukpga/1996/56/section/579))

The **Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007** ([www.legislation.gov.uk/uksi/2007/1870/contents/made](http://www.legislation.gov.uk/uksi/2007/1870/contents/made)), as amended by **The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014** ([www.legislation.gov.uk/uksi/2014/3216/contents/made](http://www.legislation.gov.uk/uksi/2014/3216/contents/made))

**The Equality Act 2010** ([www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents))

**Children and Families Act 2014** ([www.legislation.gov.uk/ukpga/2014/6/contents/enacted](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted))

## Definitions

**Suspension** – when a pupil is removed from Prism for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

**Permanent exclusion** is when a pupil is permanently removed from Prism and removed from Prism roll. This is sometimes referred to as an ‘exclusion’.

**Off-site direction** – when a governing board of a maintained school requires a pupil to attend another education setting temporarily to improve their behaviour.

**Parent** – any person who has parental responsibility and any person who has care of the child.

## Roles and responsibilities

### The headteacher

- Deciding whether to suspend or exclude
- Only the headteacher or acting headteacher can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made regarding behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to severe or persistent breaches of Prism’s Behaviour Policy **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was provoked
- Allow the pupil to give their version of events if they can now.
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g., the pupil has a social worker or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves
- The headteacher will consider the pupil's views, in light of their age and understanding, before deciding to suspend or exclude them unless it would not be appropriate to do so.
- Pupils who need support to express their views will be allowed to express them through an advocate, such as a parent or social worker.
- The headteacher will not decide until they have heard from the pupil and will inform the pupil of how their views were taken into account when deciding on permanent exclusions.

## Informing parents

If a pupil is at risk of suspension or exclusion, the group manager will inform the parents as early as possible so that they can work together to consider what factors may be affecting the pupil’s behaviour and what further support can be provided to improve it.

If the headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it without delay.

The parents will also be provided with the following information in writing without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents’ right to make representations about the suspension or permanent exclusion to The Management Committee and how the pupil may be involved in this
- How any representations should be made

Where there is a legal requirement for The Management Committee to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the conference, be represented at the meeting (at their own expense) and to bring a friend.

The headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded that:

- For the first five school days of exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs to identify the person they should report to on the first day

Suppose the headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion. In that case, they can provide the information later, without delay, no later than 48 hours before the provision is due to start.

The only exception is when an alternative provision is to be provided before the sixth day of a suspension or permanent exclusion. Prism reserves the right to give the information with less than 48 hours notice and with parents' consent.

### Informing The Management Committee

The headteacher will, without delay, notify The Management Committee of:

- Any permanent exclusion, including when a suspension is followed by a decision to exclude a pupil permanently
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam
- The headteacher will notify the Management Committee once per term of any other suspensions they have not previously been informed of and the number of suspensions and exclusions that have been cancelled, including the circumstances and reasons for the cancellation.

### Informing the local authority (LA)

- The headteacher will notify the LA in line with the process put in place by the local authority.
- The notification will include:
- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- For a permanent exclusion, if the pupil lives outside the LA in which Prism is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

## Informing the pupil's social worker and virtual school head (VSH)

If a:

- A pupil with a social worker is at risk of suspension or permanent exclusion. The headteacher will inform the social worker as early as possible
- A pupil who is a looked-after child (LAC) is at risk of suspension or exclusion. The headteacher will inform the VSH as early as possible
- This is to work together to consider what factors may be affecting the pupil's behaviour and what further support can be put in place to improve it.

Suppose the headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after. In that case, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- The social worker / VSH will be invited to any meeting about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are considered.

## Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done after the committee has reviewed it.

## Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used. If the pupil has a particular educational need or disability, the headteacher will reasonably adjust the provision where necessary.

If the pupil is looked after or has a social worker, Prism will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, Prism will take reasonable steps to set and mark work for the pupil, including online pathways.

## The local authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and Prism will work together to arrange suitable full-time education that begins on the first day of the exclusion.

## Considering the reinstatement of a pupil

The Head Teacher will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term, or it would result in a pupil missing a public exam or National Curriculum test
- Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the head teacher must consider any representations made by parents. However, arranging a meeting with parents is not required, and it cannot direct the headteacher to reinstate the pupil.
- Where the pupil has been suspended for more than 5 days but less than 16 days in a single term, and the parents make representations to the board, will consider and decide on reinstating an excluded pupil within 50 school days of receiving notice of the exclusion. If the parents do not make representations, the board is not required to meet and cannot direct the headteacher to reinstate the pupil.

The following parties will be invited to a meeting of The Management Committee and allowed to make representations or share information:

- Parents or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- A representative of the local authority

The Management Committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply because it was not made within these time limits.

The Management Committee/Head Teacher can either:

- Decline to reinstate the pupil or direct the reinstatement of the pupil immediately or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, The Management Committee/Head Teacher will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board
- They will decide whether or not a fact is actual 'on the balance of probabilities.

Minutes will be taken of the meeting, and the evidence considered will be recorded. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

Without delay, the Management Committee/Head Teacher will notify stakeholders of its decision and reasons for it in writing.

Where an exclusion is permanent, and the Management Committee/Head Teacher has decided not to reinstate the pupil, the notification of the decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the local authority to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parent may, at their own expense, appoint someone to make written and oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

## Independent review

Suppose parents apply for an independent review within the legal timeframe. In that case, the local authority will arrange for an independent panel to review the Management Committee's decision not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of the Management Committee/Head Teacher notifying the parents of its decision not to reinstate the pupil, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the governing board's decision
- Recommend that The Management Committee reconsider reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)
- New evidence may be presented, though Prism cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons.
- In deciding whether the decision was flawed and, therefore, whether to quash it or not to reinstate it, the panel must only consider the evidence available to The Management Committee when making its decision. This includes any evidence that the panel finds would or should have been available to The Management Committee and should have considered if it had acted reasonably.
- If evidence is presented that the panel considers it unreasonable to expect The Management Committee to be aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that The Management Committee reconsider reinstatement.
- A majority vote can decide the panel's decision. In the case of a tied decision, the chair has the casting vote.
- Once the panel has decided, the panel will notify all parties in writing immediately.

## Reintegration strategy

Following the suspension, Prism will implement a strategy to help the pupil successfully reintegrate into school life and full-time education.

Where necessary, Prism identifies whether the pupil has any unmet special educational and health needs.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Agreed by the Managing Director

Katie Corfield – 11.11.2022



\*To be reviewed within 2 years, or earlier if necessary

# Searching, screening and confiscation Policy

## Context

To ensure all pupils and staff (including volunteers) are safe and feel secure in the setting, Prism uses screening, searching, and confiscation (where appropriate) to remove any items that could pose a risk to others as necessary. This policy aligns with the Department for Education guidance 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies.

All Prism staff receive appropriate training and guidance on searching, screening, and confiscating items. The headteacher authorises any member of staff to exercise these powers.

## Our Intention

Schools have specific powers of screening and searching pupils, and guidance provides advice to schools so that we can ensure;

- a. Staff have the confidence to use these powers
- b. Prism operates these powers in line with statutory guidance

Prism strives to create a safe, secure, and welcoming environment for all its pupils, staff, and visitors. PRISM recognises that some pupils, particularly those most vulnerable, may sometimes attempt to bring items onto school premises that could contribute to an unsafe environment or make users of Prism feel unsafe.

## Implementation

### Searching with consent

Before entering Prism premises, including the leading school site and the Farm site, all pupils will be searched for items deemed unsuitable or unsafe to have on Prism premises. This includes (although not limited to) the following items;

- Mobile devices, including phones, tablets and gaming devices, may be used to access the internet and take photos and videos.
- Any item that is deemed or could be deemed a weapon. This includes any sharp item, including knives
- Any item that is considered linked to drug use, including grinders, smoking devices and sharps of any type
- Any alcohol
- Illegal drugs
- Items that do not meet Prism's healthy lifestyle expectations, including energy drinks, full sugar carbonated drinks, sweets, chocolate, crisps, etc.
- Stolen items
- Fireworks
- Pornographic images

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

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

On arrival at Prism, all pupils will be asked to;

- empty/turn out their pockets, including coats, jackets, and trousers.
- Empty or open bags to allow staff to see the contents
- Stand whilst staff use a metal detection wand across the arms, legs and torso.

All pupils are expected to consent to this search and hand any unsuitable items to staff as requested. Pupils will not be allowed entry onto the Prism site without being searched. If a pupil has left the Prism site during the day for any reason and staff believe they may have items deemed unsuitable, the exact search can be done by staff again before they are allowed entry onto the Prism grounds.

School staff can seize any prohibited item found during a search and any item they consider harmful or detrimental to school discipline.

School staff will return items to pupils that they are not;

- Illegal (including illegal due to age)
- Connected or believed to be connected to the use of illegal substances
- Any weapon or item that is reasonably deemed to be used as a weapon
- Stolen items
- Fireworks
- Pornographic images

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

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

### Searching without consent

If a pupil refuses to consent to be searched, Prism staff have the power to do so if there are reasonable grounds for suspecting that a pupil has a prohibited item. There are guidelines in place that will always be adhered to by Prism in this situation;

Staff must be the same sex as the pupil being searched, and there must be a witness (also a staff member). If possible, they should be the same sex as the pupil being searched.

Staff can search a pupil of the opposite sex to them and or without a witness present, but only where there is a reasonable belief that there is a risk of serious harm being caused if the search is not conducted immediately and where it is not practical to summon another member of staff.

### Authorising members of staff

The Headteacher of Prism will decide who to authorise using these powers of searching, screening, and confiscating. Staff can refuse to undertake a search, and the headteacher may not require them to do so unless they are employed as security staff members.

When designating a member of staff to undertake searches, the headteacher will consider whether the member requires any additional training to enable them to carry out these responsibilities.

### Establishing grounds for a search

Teachers can only search without consent if they have reasonable grounds to suspect a pupil may have a prohibited item. In each case, The teacher must decide what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or noticed a pupil behaving in a way that causes them to suspect the pupil is concealing a prohibited item.

The powers allow school staff to search regardless of whether the pupil is found to have the item after the search. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property that are later found not to be unlawful or stolen. School staff may consider utilising CCTV footage to decide whether to search for an item.

### Location of Search

Searches without consent can be carried out on Prism premises or, if elsewhere, where the staff member has lawful control or charge of the pupil, for example, on school trips in England or training settings. Staff will always consider the pupil's right to privacy and dignity and will always attempt to carry out any non-consensual search away from other school pupils.

### During the search

PRISM staff will never require or ask the pupil to remove items other than outer clothing, including coats, jackets, and hoodies. Outer clothing means clothing not worn next to the skin or immediately over a garment worn as underwear, but outer clothing also includes hats, shoes, boots, gloves, and scarves. PRISM staff will never search these abilities, including an intimate search, which only a person with more extensive powers can conduct.

Possessions mean any goods over which the pupil has or appears to have control, including desks, lockers, and bags. Prism staff have the power to search a pupil's possessions; however, this can only be done in the presence of the pupil and another staff member. The only exception is where there is a risk of serious harm to a person if the search is not carried out immediately and where it is not reasonable to summon another staff member.

Members of PRISM staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. These rules do not apply when searching for items banned under Prism rules.

### After the search

Prism staff can confiscate, retain and dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The staff member can use their discretion to confiscate, retain and destroy any item found due to a 'with consent' search as long as it is reasonable. Where an article is reasonably suspected to be an offensive weapon, it must be passed to the police.

### Electronic Devices

Where the staff member searching finds an electronic device that is prohibited by Prism rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is good reason to do so. Staff may also delete data or files of an electronic device if they think there is good reason to do so unless they are going to hand over the device to the police. Prism is not required to obtain parental consent to conduct such searches of electronic devices if it can justify that there is good reason to do so.

Suppose staff have seized an electronic device prohibited by Prism rules and have reasonable grounds to suspect that it contains evidence related to an offence. In that case, they will hand it to the police as soon as reasonably practical.

If a member of staff does not find any material that they suspect is evidence about an offence and decides not to give the device to the police, the headteacher will determine if it is appropriate to delete any files or data from the device or retain the device as evidence as a breach of school discipline.

### Impact

If a pupil refuses to be screened, Prism will refuse entry to the premises because of the health and safety posed to other users of the Prism site. If a pupil fails to comply and Prism does not allow the pupil onto the premises, this will not be recorded as exclusion. Instead, it will be recorded as an unauthorised absence, which will impact the pupil's attendance record and may be considered a safeguarding issue should this become a pattern of absence from school.

Staff will always seek the support of parents/carers before a pupil is sent home for refusing to be searched and screened. The aim is for pupils to understand the severity of their refusal and encourage them to consent to be allowed onto the premises as expected.

As authorised by the headteacher, school staff will dispose of alcohol and tobacco products confiscated during a search. These will never be returned to the pupil.

School staff will also ensure, as authorised by the headteacher, that any substantial amounts of controlled drugs and any substance that is unknown but believed to be illegal and harmful will be delivered to the police at the earliest opportunity. Information will be shared with the police about any pupil from whom illicit or toxic substances have been confiscated. Staff will dispose of small amounts of known substances appropriately if this is deemed the best action.

Stolen items confiscated will be delivered to the police as soon as is reasonably practical. In some cases, where deemed appropriate, staff may return stolen goods to the rightful owner if they feel there is good reason to do so.

In cases where pornographic images are confiscated, staff may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. child pornography). In these cases, it will be delivered to the police as soon as it is reasonably possible to do so.

Where an article that has been confiscated and (or is likely to be) used to commit an offence or cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner if deemed appropriate. It may also be retained or disposed of.

Where a staff member finds an item that is banned under Prism rules, they will consider all relevant circumstances and use their professional judgment when deciding whether or not to return the item (s) to its owner, retain it, or dispose of it.

Agreed by the Managing Director

Katie Corfield – 11.11.2022

A handwritten signature in blue ink, appearing to read 'Katie Corfield', written in a cursive style.

\*To be reviewed within 2 years, or earlier if necessary

## Declaration of Receipt

**Please complete the form below and tear off for submission**

Your Name: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

I confirm that I have read and understood this document '*Safeguarding and Wellbeing Handbook*'.

Signed: \_\_\_\_\_

