

Lapwing

STUDENT SUPPORT POLICY

The purpose of this policy is to pull together a broad range of policy areas and procedures which fall under the remit of student support.

This document is reviewed annually or sooner to accommodate any legislative or regulatory changes.

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Anti-bullying

Scope

'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.'

[Preventing and tackling bullying: Advice for headteachers, staff and governing bodies]

At Lapwing we aim to provide an environment where every child, young person and vulnerable adult can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability, ethnicity, sexual orientation, social, cultural or religious background. It is a primary aim of our organisation that every person is treated fairly and well. In view of this, we are committed to taking bullying seriously. Although opportunities for bullying within Lapwing are rare due to the 1:1 nature of most of our provision, students and parents should be assured that they will be supported if bullying is reported. We have high expectations of conduct and we will challenge anything that falls below this.

This policy is applicable to all activities undertaken by students whilst they are in the care of Lapwing and covers incidents that occur to and from Lapwing, if we have been made aware of them. It has been written using guidance from the Department for Education (Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017) and considers the Education Act (2011); the Equality Act (2010); the Education and Inspections Act (2006) and Part 3 of the Children and Families Act (2014).

The purpose of this policy is to:

- define bullying and what does, and does not, constitute bullying behaviour
- identify the names of the responsible persons in Lapwing and explain the purpose of their role
- describe what should be done if any member of the Lapwing community, or a parent/carer has a concern regarding suspected or actual bullying

This policy should be read in conjunction with the following policies: Safeguarding Policy including Appendix C: Policy and procedure for handling peer on peer abuse; ICT Acceptable Use Policy; Equality & Diversity Policy; DfE Guidance Preventing and tackling bullying: Advice for headteachers, staff and governing bodies; Behaviour and discipline in schools: Advice for headteachers and school staff.

What is Bullying?

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' (DfE, 2017)

Bullying may be evident in the form of one or more of the following:

- Physical: hitting, kicking, pushing
- Emotional: tormenting, being unfriendly, excluding, threatening gestures

- Verbal: name calling, insulting, insulting remarks
- Cyber or social media bullying (please refer to the E-Safety policy)
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational need.

What Bullying is NOT

To deal with allegations of bullying successfully and appropriately we believe it is important to understand what does not constitute bullying. Examples would be:

- Rough play
- Falling out with friends (often they make-up)
- Accidental injury
- Loss of temper during playtime games
- One-off arguments (or even fights)
- Teasing which stops when corrected

Whilst we recognise that sometimes students can feel hurt or upset when one-off incidents, accidents or minor friendship issues have occurred, it is also an important part of children and young people's development to gain the necessary social skills to deal with these situations. These incidents will not be treated as bullying (unless they have escalated) but will be managed immediately according to the relevant student's specific support plan.

Interventions

All staff at Lapwing take all forms of bullying seriously and seek to prevent it from taking place. A range of personalised methods are used to help prevent bullying and to establish a climate of trust and respect for all. Opportunities for Spiritual, Moral, Social and Cultural development are integrated into sessions and activities, as are the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Students at Lapwing who are identified as being at risk of perpetrating bullying, holding prejudicial views, or being bullied themselves, will have their provision tailored to incorporate specific elements of the RSHE curriculum to prevent this risk and to develop them socially and emotionally.

'When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.'

[Preventing and tackling bullying: Advice for headteachers, staff and governing bodies]

The role of staff

When an incidence of suspected bullying is brought to the attention of staff the following actions will be taken:

1. Staff member will refer the incident to the Designated Safeguarding Lead or deputy DSL
2. The DSL will undertake, or delegate, an initial investigation to establish whether the incident constitutes bullying
3. Follow up actions will be taken which could potentially include consequences, adjustments to individual student provision, feedback to staff, feedback to parents/carers
4. Staff will continue to monitor the situation whether the incident was deemed bullying or not

The role of the DSL

- Implement and communicate Lapwing's anti-bullying strategies to staff and monitor these regularly
- Monitor and follow up reports of bullying, ensuring all actions/outcomes are recorded accurately and follow-up actions completed
- Meet with the named trustee for safeguarding (including anti-bullying) at least annually
- Alongside the named trustee, report to the Board of Trustees about the effectiveness of the anti-bullying policy

The role of the students

Students are encouraged to tell an adult if they are being bullied or if they witness someone else being bullied. If the bullying continues they must keep on letting people know. Students are also encouraged to tell us their views about their experience of Lapwing through regular student programme reviews, student surveys and informally as/when/if they feel appropriate.

The role of parents/carers

Parents/carers have a responsibility to support Lapwing's anti-bullying policy and to actively encourage their son/daughter to be a positive member of the community. If they suspect that their son/daughter is being bullied or suspect that their son/daughter may be the perpetrator of bullying, they should contact the relevant programme manager or their usual point of contact within Lapwing immediately. If they are not satisfied with the response, they should contact the relevant Head of Education or CEO. If they remain dissatisfied, they should follow Lapwing's complaints procedure.

Parents/carers should also make sure they are aware of, and monitor their son/daughter's use of technology, such as mobile phones and social networking /communication websites. If they suspect any incidents of cyber bullying involving their son/daughter, or another student from Lapwing, they should contact Lapwing immediately.

The role of the Board of Trustees

The Board of Trustees has adopted this policy and supports the CEO in ensuring that effective measures are taken to prevent bullying from taking place during Lapwing activities.

The role of the named trustee

- Be the link between the Board of Trustees and Lapwing in relation to anti-bullying
- Help the board to ensure it fulfils its statutory duties
- Check that Lapwing has appropriate and accurate records relating to anti-bullying
- Meet regularly with the DSL to discuss concerns and provide updates to the Board, as necessary

Criminal law

'Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.'

[Preventing and tackling bullying: Advice for headteachers, staff and governing bodies]

For key contacts within Lapwing, please see the Safeguarding policy and information available here: <https://lapwingeducation.co.uk/policies>

Relationships and Sex Education

Purpose and aims

A strong part of Lapwing's ethos is our aspiration to develop our students holistically. Children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral and social lives in a positive way. Here we outline our relationship and sex education (RSE) policy and its purpose.

As with all of our curriculum delivery, any RSE work with students will be personalized considering a student's age, needs and understanding. The aim of delivering RSE to a student within Lapwing will be to fulfil one or more of the following:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene. Whilst also preparing students for the changes that occur to their bodies, minds and emotions.
- Help students develop feelings of self-respect, confidence and empathy. To understand that love and care is required in relationships.
- Create a positive culture around issues of sexuality and relationships and enable our students to better understand the nature of relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To know about the risks of being online and how to stay safe.
- To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- To know where and how to seek information and advice when they need help.
- To be able to recognise when something is risky or unsafe.
- To support all young people to stay safe and prepare for life in modern Britain.

At Lapwing RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of children or young people based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Expected outcomes

- RSE is about the understanding of the importance of a stable and loving relationship.
- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.
- Our RSE or RE curriculum is also designed to support children growing up in an increasingly complex and digital world.
- We aim to support children to make the right decisions and keep themselves safe and happy.
- RSE is not about the promotion of sexual activity.

Legal framework

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education (RE) compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

Lapwing's annual consent form signed by students and/or parents/carers covers the right of withdrawal. Parents have the right to request that their child be withdrawn from some or all of

sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education. Unless the child is in Year 6 or below, before granting any such request the CEO or nominated alternative will discuss the request with parents and, as appropriate, with the child to ensure that the parents' wishes are understood, to discuss the potential detrimental effect of withdrawal and to clarify the nature and purpose of the curriculum offer. Once those discussions have taken place, except in exceptional circumstances, the parents' request to withdraw the child will be respected, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, Lapwing will make arrangements to provide the child with sex education during one of those terms. If the child has SEND then a personalized and differentiated approach will be adopted.

Roles and responsibilities

The Board of Trustees will:

- Hold the CEO to account for the effective delivery of RSE and RE with regard to student progress, curriculum offer, quality and differentiation of provision for all learners, as well as the fulfilment of legal obligations.

The CEO will:

- Working with the RSHE (Relationships, Sex and Health Education) Lead, oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the topics
- Ensure that parents/carers are fully informed of this policy
- Review and discuss requests from parents to withdraw their children from topics
- Self-evaluate and report to the Board of Trustees on the effectiveness of this policy

Lapwing's delivery staff will:

- Deliver a high-quality and age/needs appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of individual students
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education
- Respond to any safeguarding concerns in line with the Safeguarding policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with programme managers and the RSHE lead to identify and respond to the individual needs of specific students
- Work with the RSHE Lead and the Senior Leadership Team to evaluate the quality of provision

Inclusivity and Equality of Opportunity

In the teaching of RSE and RE Lapwing takes into account the individual needs of our students considering cognitive ability, age, readiness, cultural backgrounds, language barriers, religious beliefs, family situations, Special Educational Needs, gender identity and sexual orientation. Through conversation and consultation with our students and families, we are aware of the specific needs of our students. The personalisation of our RSE and RE delivery will ensure that all students can access effective provision.

We promote diversity and inclusion and consider all students' needs by using materials, which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of society are recognised. We use RSE/RE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all. We aim for students to better understand their own bodies, instincts and feelings and therefore have a happy acceptance of their own sexual orientation (and/or gender/gender identity), giving them a positive sense of personal identity, value and esteem.

Parents/carers should contact the relevant programme manager at Lapwing to find out more about the content of our RSE/RE curriculum.

Student care

Background

Lapwing provides a safe and secure educational and caring environment. Students will be encouraged to develop the self-respect, self-confidence, self-control and self-advocacy necessary for participation as members of their community.

Teaching and coaching will promote each student's intellectual, physical, emotional, spiritual, moral, social and cultural development with promotion of Fundamental British Values so that s/he can develop the knowledge, skills and understanding to integrate within the wider community.

Links to other policy documents

- Keeping Children Safe in Education
- Lapwing's Safeguarding Policy
- Lapwing's Medical Needs and Administering Policy (based on: Supporting pupils at school with medical conditions)

Safe touch

Lapwing use the Thrive Approach guidance and policy on Safe Touch/Safe Holding as it closely reflects Lapwing's ethos. *Please note that any reference to 'child/children' should be read as 'young person'.*

The developmentally necessary experience of safe touch

'Children learn who they are (and how the world is) within their significant relationships. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Touch is recognized as being a physical way of soothing, calming and containing distress. Berne¹ identified touch as a human 'hunger'² necessary for survival and wellbeing. Many research studies have indicated the necessity of human contact and touch in the healthy development of children. It is a factor in children who experience neglect and 'fail to thrive'³.

Our policy on Safe Touch (sometimes named 'Safe Holding') has been developed in the context of local authorities' Child Protection Procedures and Policies and Government Guidance⁴. It considers the extensive neurobiological research and other empirical studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, emotional regulation, mental health and the development of pro-social skills.

To whom does it apply?

It applies to all staff and young people working within the specialist Thrive provision (Lapwing).

Why have a policy on touch?

To protect young people and staff from allegations under child protection procedures many settings, education authorities and academies have adopted 'No Touch' policies. However, such policies do not address the emotional health and social wellbeing needs of children and young people.

Lapwing has taken an informed, evidence-based decision to allow safe touch in special cases as a developmentally appropriate intervention that will aid healthy emotional growth and learning.

Research

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child or young person. It is essential for all children and young people to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

If children or young people are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely.

In recognition of this, staff will consider using safe touch as one of the means available to them; for example, to calm a distressed child/young person, to contain an angry or wild

¹ Berne, E (1964 rep. 2010) 'Games People Play' pub Penguin

² Stewart and Van Joines, (1987) TA Today pub Lifespace

³ See www.livescience.com/21778-earlyneglect-alters-kids-brains.html or www.bbc.co.uk/programmes/b015p62ynor www.romania-insider.com

⁴ ©Crown (2013) DfE Advice for Headteachers, Staff and Governing Bodies 'Use of Reasonable Force in schools.' www.gov.uk & Crown NHS www.legislation.gov.uk/ukxi/2003/2824 Management of Abusive and Violent Patients

child/young person and/or encourage or affirm an anxious child/young person with low self-esteem.

Safe touch used to calm, soothe and regulate a child/young person's emotions is a needed developmental experience. The brain does not develop neuronal pathways to initiate calming and self-soothing unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children/young people have had insufficient experience of safe touch and calming regulation, this may be a priority to help their brains to develop access to thinking, judging, evaluating and choosing mechanisms. These are sometimes known as 'higher executive skills' and they are an intrinsic part of cognitive regulation.

Ways of regulating children/young people's emotions

Other means of calming, soothing and containing children/young people's strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child/young person's emotional display (shout, cry etc) and then regulating it down
- Taking slowly, firmly and quietly in an unhurried, unflustered way
- Providing clear predictable consistently held boundaries

The developmentally appropriate (and reparative) use of safe touch is defined by situations in which abstinence would be inhumane, unkind and potentially psychologically or neuro-biologically damaging. Examples include the empirically backed beneficial use of touch in the comforting of a child/young person who is in an acute state of distress and/or out of control. Not to reach out to the child/young person in such circumstances could be re-traumatising and neuro-biologically damaging as well as conforming or inviting anti-social behaviour patterns.

Refraining from physically, safely holding a child/young person in the face of their intense grief, stress and/or rage reactions can lead to a state of hyper-arousal, in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

Moreover, gentle safe holding is appropriate if a child/young person:

- Is hurting himself/herself or others,
- (or is likely to hurt himself/herself/and/or others) or
- Is damaging property, and/or
- Is incensed and out of control, so that all verbal attempts to engage him/her have failed.

Staff members will use the safest and gentlest means of holding that is entirely designed to enable the child/young person to feel safe and soothed, and to bring him or her down from uncontrollable states of hyper-arousal. (See also section on manual handling for further information).

Whilst limits and boundaries in such circumstances can be a vital corrective emotional experience, without such an intervention (holding) the child can be left at risk of actual physical or psychological damage.

Such necessary interventions are fully in line with guidelines set out in the Government document, 'New Guidance on the Use of Reasonable Force in School' and 'Use of Reasonable Force'.

What about other physical contact with pupils?

(2013, Crown op cit)

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of a child/young person when walking in public places, which might pose a risk or when crossing the road;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during sports coaching; and
- To give first aid.

Appropriate and inappropriate touch

We are highly aware of the current atmosphere where, due to fears of abuse, touch as a natural and important form of human connection has been almost vetoed in some educational contexts. Our policy rests on the belief that every member of staff needs to appreciate the difference between appropriate and inappropriate touch. Hence all staff members need to demonstrate a clear understanding of the difference. They need to show themselves to be highly aware of both the damaging and unnecessary uses of touch in an educational context. Touch is not to be used as an ill-thought out or impulsive act of futile reassurance/gratification or as a block to referral for psychological assessment.

Guidelines for the use of safe touch

To ensure touch is only used appropriately the following guidelines are to be followed:

- Parents/carers should be informed of the school policy on touch
- Parents/carers should provide signed consent for their child to be part of the Thrive programme
- Parents/carers wherever possible should be involved in the Thrive assessments and action plans and be regularly updated as to their child's progress through the programme
- Staff should be trained in the Thrive approach
- Staff members should agree the use of safe touch in discussion with their line manager, the CEO and/or the Thrive practitioner
- The child/young person should be consulted, appropriate to their understanding, and involved in the development of a plan, based on a comprehensive risk assessment
- Strategies should be rehearsed and practised (as is possible) with the child/young person in preparation
- A student support plan and individual risk assessment should be completed, and its use recorded and monitored. This will supplement the Thrive action plan which could also include the use of safe touch as a strategy

Where touch is used, contact should be brief and gentle, on clothed or publicly visible parts of the body: hands, arms, shoulders, head, hair, shoes.

Unsafe touch

- At no point and under no circumstances should staff members use touch to satisfy their own need for physical contact or reassurance
- No unsafe touch: All staff will be fully aware of touch that is invasive, or which could be confusing, traumatising or experienced as eroticising in any way whatsoever
- Serious breach: Should any such touch be used it would be deemed as the most serious breach of the Code of Ethics warranting the highest level of disciplinary action.

Staff training

- Staff are regularly trained in the use of the Thrive Approach. Every new member of staff receives Thrive training as part of their induction. Ongoing training is delivered as necessary covering therapeutic support and de-escalation techniques.

Intimate and personal care

In addition to the Safe Touch policy the following are guidelines for personal and intimate care.

Definitions

Personal care involves helping children with aspects of personal care which they are not able to undertake for themselves, either because of their age and maturity or because of developmental delay or disability.

Intimate Care - physical assistance or supervision for a student which involves seeing, touching or other contact with the student's normally clothed body, because of the student's disability or care needs – assistance with toileting, washing, changing, dressing or undressing, etc.

Personal Care - provision of individual help to a student including help with bodily functions and intimate care.

Responsibilities

Management must:

- Ensure permission has been sought from parents, carers or guardians of the child or young adult for staff to support the young person's personal care
- Ensure all staff that have a current DBS certificate before the commencement of any personal care
- Ensure that facilities are available for personal care to take place
- Provide guidance, training, supervision and reassurance to staff to ensure safe practice
- Ensure that staff will receive ongoing training in good working practices which comply with health and safety regulations, hygiene procedures, first aid and safeguarding procedures
- Keep a record of all staff training and ensure that refresher training is provided where required
- Ensure that all staff are familiar with the contents of this policy
- Provide an induction programme for all new staff and to ensure that they are made fully aware of personal care procedures for the young people they will be supporting
- To ensure the care plan is written on the student support plan, or if necessary, in a separate plan
- To ensure all mobile phones are turned off and no unauthorised recording equipment is in use or accessible whilst conducting personal care

Staff must:

- Be familiar with the contents of this policy
- Report any concerns to management
- Liaise with parents, carers or guardians of the young people to establish care routines for them
- Take part in training prior to carrying out personal care
- Follow any care plan or risk assessment around the child/young person

Health and hygiene

Purpose

- To encourage independence in personal health. Where assistance is required this is to be offered with dignity and respect for the individual receiving the assistance.
- To promote a healthy and hygienic environment for employees and students.

Context

- Aspects of health and hygiene may be promoted through aspects of an individual learning programme, particularly through the delivery of our tailored RSHE curriculum
- Matters relating to health and hygiene may be found within other Lapwing policies e.g. First Aid, Child Protection and Safeguarding, Health and Safety, Manual Handling, Administering Medication
- All staff are required to familiarise themselves with Health and Safety Guidance.

Implementation

There are aspects of Lapwing life when health and hygiene are particularly important.

- Personal Care – this relates particularly to issues of continence and menstruation.
- Mealtimes. A healthy diet should be encouraged. There may be particular issues relating to gastrostomy feeds.

When working in the above situations, it is essential that staff are aware of fundamental hygiene procedures. Including:

- Wash hands after going to the toilet
- Gloves to be worn at all times for personal care
- Wash hands before eating
- Promote a healthy diet

If there is an outbreak of head lice or an infectious disease, parents/carers will be responsible for the treatment of their son/daughter. Notification to relevant people will be at the discretion of the senior leadership team.

Behavioural interventions

Rationale

We acknowledge that many of our students may present with a wide range of behaviours. It is important to understand that these behaviours have a purpose for the person who is displaying them. Many of our students have communication and emotional difficulties so unusual behaviour can be an attempt on the part of the student to express their desires and frustrations. As an organisation we recognize that on some occasions a student's behaviour can become extreme, challenging, and can threaten the safety of themselves and other people in the vicinity. We should view all negative behaviours as the student displaying 'distressed behaviour'.

Management of behaviour

Each student will have an individual student support plan and risk assessment which will be written by the staff working on the programme and agreed by the programme management team in collaboration with the student, his/her parents/carers and other relevant professionals involved in the student's wider provision. The support plan is started by the referral process and the initial information supplied. It is further developed during the enrolment process and then evolves over time. Copies of the plan will be stored in the student's folder on Lapwing's secure drive, which all staff working with the student have access to.

The support plan will be reviewed at regular intervals, at least once a term, and necessary modifications made.

It is the programme manager's responsibility to monitor the effectiveness of the plan and the implementation of strategies within the plan.

If a serious incident should occur an incident report form should be completed immediately and sent to members of the SLT at Lapwing. The student support plan will then be reviewed and amended as necessary as part of any other action taken.

The response to behaviour escalations that are passed onto SLT will vary on a case by case basis depending on a number of factors including the nature of the behaviour displayed, the risks posed, the student's developmental needs, etc. The following responses may be considered:

- Review meeting with parents/carers and/or student and/or professionals to discuss incident and next steps
- Adjust an element(s) of the provision – programme content, venue, staffing, support mechanisms, etc.
- Incorporate a specific intervention to provide targeted behavioural or social development, either internally within Lapwing or externally via referral to appropriate agency/service
- Employ a restorative justice approach with the student, relevant peer(s) and/or staff member(s)
- Carry out a personalised goal setting exercise to agree behavioural targets, expectations, outcomes (and incentives if appropriate)
- As a very last resort, cease the provision. This decision would only be taken:
 - o after consultation with relevant professionals involved in the case as well as parents/carers
 - o where risks cannot be mitigated sufficiently to allow safe delivery of the programme and/or the student's individual SEND needs cannot be met through Lapwing's provision offer

Use of restraint is a last resort

At Lapwing, we aim to avoid the need for physical intervention and regard this as the very last resort to be used in a minority of situations. We always aim to deal with behaviour using de-escalation techniques.

Use of reasonable force guidelines: extract from DfE's 'Use of reasonable force advice for head teachers, staff and governing bodies, Section 93, Education and Inspections Act 2006'

The degree of force employed must be in proportion to the circumstances and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result. Also, there may be emergency interventions that could be required in relation to unforeseen circumstances. Any use of any force is only considered lawful where it is:

- Reasonable
- Proportionate
- Necessary

At Lapwing it is only used where there is clear and present danger.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes – to control pupils or to restrain them
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment

Please note these guidelines are specifically for schools, but Lapwing follows the above practice.

Staff responsibilities

- To understand and accept responsibility for their role in the use of reasonable force to control a young person.
- To be fully aware of the contents of and contribute to individual student support plans and risk assessments.
- To dynamically risk assess situations in an ongoing fashion to mitigate triggers or the escalation of behaviour that might lead to the need for physical intervention.

- To record any use of physical intervention promptly on a 'Physical Restraint form' and forward to the CEO.

CEO responsibilities

- To ensure staff are trained in a low arousal non-aggressive approach to managing challenging behaviour where physical intervention is used only as a very last resort and to keep students or others safe.
- To ensure that all authorised staff are appropriately trained and understand and accept responsibility for their role in the use of reasonable force to control a young person.
- To ensure as far as possible, preparation and planning has taken place to identify areas where physical intervention might be required.
- To monitor and record any use of physical intervention in a comprehensive and prompt manner. To also ensure that this policy is examined and reviewed yearly and that it informs future planning.
- To ensure that, following a physical intervention, clear procedures are established to support the young person and the member of staff involved in the incident.

Alcohol and substance misuse

Introduction

Lapwing is committed to the safe and efficient delivery of services, promoting the health and well-being of students and employees, and to the provision of a safe working environment.

Lapwing adopts a very strong stance on the misuse of alcohol, drugs and chemical substances by its staff, students and visitors. Lapwing forbids the consumption of, or the possession of alcohol or the use of prohibited drugs on Lapwing and partner organisations' premises and facilities (except where such use is a necessary part of the curriculum or where alcohol is served in a properly licensed facility.)

Lapwing will comply with the relevant legislation and promote a corporate culture where substance and alcohol misuse is not tolerated, to which end Lapwing will work collaboratively with the police and other local agencies.

Lapwing will help to protect students and its employees from the dangers of alcohol and substance misuse and will encourage those with a problem to seek help.

Lapwing will endeavour to raise awareness of substance and alcohol abuse and its consequences by providing up to date information about alcohol and drugs and details of local treatment and support services.

Scope

This policy is intended to ensure that Lapwing is consistent in the way it tackles instances of alcohol and substance abuse both in terms of legal obligations, support for staff and students and internal procedures. The policy applies to all students, staff and visitors to Lapwing.

In compiling the policy the following legislation has been taken into consideration:

- The Misuse of Drugs Act 1971
- The Health and Safety at Work Act 1974
- The Children Act 1994

The substances covered by this policy are alcohol and illegal drugs, which are not used for a specific medical condition. This policy also includes the use or misuse of substances regulated by COSHH (Control of substances hazardous to health).

The purpose of the policy is to ensure that students and staff:

- have an appropriate learning environment which is protected from the damaging effects of alcohol and substance misuse
- are protected from the pressures of illegal trading in these substances
- have access to alcohol and drugs education information
- are made aware of the issues relating to misuse of these substances
- are encouraged to access appropriate support for difficulties resulting from misuse of substances.

Roles and responsibilities

Everyone has a responsibility to report alcohol and substance misuse in any of its forms. All members of staff have a responsibility to promote a culture where alcohol and substance misuse is not tolerated, is free from unacceptable behaviour and reacts to any reports of substance and alcohol abuse as quickly as possible and to record these appropriately.

Training

Information at the point of induction will be provided to all members of staff to ensure that they are aware of this policy and the guidelines for both staff and students.

There will be the opportunity for drugs and alcohol education through awareness raising events and the RSHE curriculum delivered by Lapwing.

Confidentiality

Staff at Lapwing should deem confidential information as private to the institution and not to themselves, as an individual employee.

Staff should make it clear at the onset of discussions with the individual concerned, whether the content is to be confidential and the extent of the confidentiality to be afforded. They should inform the individual of:

- The concern of Lapwing to respect privacy.
- The circumstances under which information should be shared with a third party, taking account of the duty of care which may be owed to the individual and/or others.
- The duties of Lapwing under the General Data Protection Act.

Staff support

Staff/students must present themselves for work/education sessions in a fit condition, unimpaired by the use of alcohol, drugs and chemical substances. Lapwing staff who contravene these rules may be dismissed. However, Lapwing will provide assistance for staff who need advice and/or assistance because they are concerned that alcohol, drugs or other substance abuse may interfere with their ability to attend work and perform their duties in a safe and effective manner.

Lapwing has written procedures for dealing with incidents of alcohol and substance misuse on Lapwing and partner organisations' premises.

These procedures are designed to deal quickly and effectively with difficult situations. Staff and student welfare are our uppermost concern.

Staff suspected of being in possession or under the influence of banned drugs or alcohol

Any incident involving staff suspected of drug or alcohol misuse will be reported to, and investigated by, the relevant Head of Education or CEO. If the drug or alcohol incident is confirmed the CEO will then report to the Chair of Trustees. This may result in disciplinary/advisory or monitoring action being taken.

Students suspected of possession, or of being under the influence, of alcohol, drugs or substances

1. What evidence can I see / hear / smell to confirm these suspicions? If you feel that your suspicions are confirmed, then consult with a member of the senior leadership team.
2. If the student admits to possession of alcohol or drugs or being under the influence of either of them, report the incident to the relevant Head of Education or CEO (or available member of the senior leadership team) who can then guide on the next course of action.
3. If the student denies possession, or being under the influence of alcohol or drugs, take the following action:
 - i. If you believe the student, explain why your suspicions were aroused and remind them of Lapwing's policy around substance misuse and our student code of conduct. Log an incident on CPOMS or via an incident form.

- ii. If you feel that the situation warrants further investigation/action despite the denial, refer to the relevant Head of Education or CEO (or available member of the senior leadership team).
4. Please remember - there is a key health and safety issue for people in classes, workshops and work environments under the influence of alcohol or substances. Staff will need to make a considered judgement and if there is any doubt about a student's condition they must not be allowed to participate in the session. Staff should refer to the relevant Head of Education or CEO (or available member of the senior leadership team).
5. Lapwing has a duty of care to its students under the influence of alcohol or substances and a dynamic risk assessment will need to be made regarding the personal safety, especially if they are to be unsupervised at the end of the session. The senior leadership team will ensure that parents/carers or a significant adult are informed and able to take responsibility for the wellbeing of the student following contact with Lapwing staff.
6. Following any suspected possession or use of alcohol, drugs or other substances there will be an investigation by a member of the senior leadership team. A student's programme could be suspended during this period. Depending on the outcome of the investigation, follow up actions will include feedback to student, parents/carers and staff and could include termination of the programme and/or referral to the police or support agency.

Students suspected of selling drugs or other substances on Lapwing or partner organisations' premises

1. If you suspect that drugs are being sold contact the relevant Head of Education or CEO (or available member of the senior leadership team) who will advise on the next course of action. Do not attempt to detain the student physically if they attempt to run away.
2. Summary of action to be taken if proved:
 - The relevant Head of Education or CEO will contact the police and refer to appropriate support agency
 - Automatic immediate suspension of their programme pending investigation
 - Parents/carers informed

If a parent/carer, delivery partner or member of the public contacts Lapwing with an issue relating to drug or alcohol misuse these should be referred to the relevant Head of education or CEO (or available member of the senior leadership team) immediately.

Support for students who are the victims of drug misuse

Lapwing fosters a supportive environment and will provide appropriate support for students who are users of drugs, family or friends of users and/or victims of drug-related activities. Notwithstanding the disciplinary procedures outlined earlier, Lapwing will signpost support and counselling.

Incentives and rewards for young people

Purpose

Lapwing is committed to recognising and rewarding young people's contributions and achievement. We are committed to equality of opportunity and safeguarding both students and staff. This policy is to be read in conjunction with the other organisational policies including Staff Code of Conduct and Staff Handbook.

Lapwing recognise the vast body of research that cites an individual's intrinsic motivation to develop, progress and achieve is the strongest motivating factor in life. As a result, Lapwing programmes focus heavily on developing this aspiration within our students. Extrinsic incentives and rewards can have a place as part of a Lapwing programme, but these will never be heavily relied upon to motivate a young person as evidence shows the positive effect is short lived and we know these incentives will not be sustainable for the student in the long term beyond their Lapwing provision.

General rules for incentives and rewards

- Incentives / rewards are not used as a matter of course on Lapwing programmes. They are used on a case by case basis with students.
- Staff should always consult with the relevant programme manager and fellow student programme colleagues first before initiating or agreeing any incentives with students.
- Lapwing management endeavour to be consistent and fair in the use of incentives and rewards across the whole student cohort but we also expect these to be personalised to individual student needs and interests in line with our ethos and to ensure they work effectively.
- Parents/carers should be made aware of any incentives/rewards that are part of a student programme.
- Incentives / rewards will never be offered or given in a gratuitous way. They will always be earned.
- Incentives / rewards will either be set in advance with the expected target being achievable but challenging and closely linked to the individual student's goals on their Individual Learning Plan (ILP). OR a reward will be given retrospectively following a student's outstanding effort, progress or achievement to ensure it is acknowledged and reinforced appropriately.
- Staff must remember that the misuse of incentives and rewards can be very damaging as they can: set unwanted precedents, drive the wrong behaviour in students, give the wrong message to students, leave staff open to allegation of inappropriate conduct, etc.

Expenses

Please refer to the Staff Handbook for information on expenses

Incentives

There are a wide range of incentives that staff may choose to use, without the need for permission from their programme manager, to encourage young people to become involved in/with our organisation. These include:

- Learning new skills and ideas (through activities or training)
- Building confidence and self esteem
- Meeting new people and friends
- Using their interests in a session
- Experience days e.g. trips to events
- Having their voice heard
- Finding a route to volunteering or employment

Rewards

Might include: certificates, accreditation, prizes, a drink as part of the working session.

Rewards will be fair and equitable and will reflect the task, time and contribution of the young people. These should be agreed by the programme manager in line with this policy, the available programme budget and the student's goals/targets in their ILP.

Subsidising meals

Generally, student meals are not to be subsidised by Lapwing as it sets an unwanted and misleading precedent in relation to who's responsibility it is to ensure the student's basic needs are met. There are occasions when meal times are part of a student's programme but the responsibility, associated costs and arrangements of this will be agreed in advance with all parties by the programme manager.

All activities will follow the appropriate organisational policies e.g. Health and Safety, Safeguarding, Lone Working, Student consent.

Carrying out searches of students

The carrying out of searches on students is not to be done as routine or a matter of course. The searches are only to be conducted by (or with authority from) the relevant Head of Education or CEO, unless a risk in delaying the search would involve harm to the student or other people or property in the immediate vicinity.

A copy of the DfE's guidance: Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies (July 2022):

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/107121/Searching_screening_and_confiscation_guidance_for_schools.pdf)

All Lapwing staff should be aware of, and keep themselves updated regarding, this guidance. An extract from the DfE guidance (July 2022 is given below.

'Staff can search a pupil for any item if the pupil agrees. Prohibited items are:

- *knives or weapons*
- *alcohol*
- *illegal drugs*
- *stolen items*
- *tobacco and cigarette papers*
- *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).*

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.'

In Lapwing's case this means only the Head of Education or CEO, or the staff member to whom the Head of Education delegates responsibility to, can conduct a search. Any additional items to those listed above that are identified as prohibited in the Student Code of Conduct can be searched for.

Searches will be carried out by the Head of Education or CEO, or delegated other, ensuring the person carrying out the search is the same sex as the student being searched. There must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

There is a limited exception to this rule. The Head of Education or CEO, or delegated other, will carry out a search of a student of the opposite sex and / or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Lapwing are not required to inform parents/carers before a search takes place or to seek their consent to search their son/daughter. There is no legal requirement to make or keep a record of a search however it will be recorded on an incident form. Lapwing will inform the individual student's parents, carers or guardians where alcohol, illegal drugs or potentially harmful substances are found, although there is no legal requirement for us to do this.

Complaints about searching will be dealt with through the normal Complaints procedure.

Legislative references:

- Coroners and Justice Act 2009
- Criminal Justice and Immigration Act 2008
- Health and Safety at Work etc. Act 1974
- The Education Act 1996
- The Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Schools (Specification and Disposal of Articles) Regulations 2012

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