



Policies and Procedures 2022/2023

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Behaviour policy

Evolve Learning Centres behaviour policy is designed to support our ethos and vision of 'where learning never stops'. Our behavioural policy aims to ensure that it is in line with the 'Every child matters' policy.

The rationale of the policy is based on the understanding that good behaviour and discipline is an integral condition for an effective learning environment.

Implementation:

In order to ensure the policy is effective;

- All students will be given a copy of the behavioural code
- Child friendly copies of the policy will be displayed in all rooms.

All students will:

- Treat other young people and adults with respect
- Speak politely to other people
- Have self-confidence and high self-esteem
- Aim for 100% attendance and punctuality
- Take care of all equipment
- Co-operate with all staff
- Wear the correct uniform (smart shoes, shirt and trousers/skirt)

We will not accept the following behaviour:

- Disrupting the learning of others
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Sexist or homophobic comments
- Race & Faith targeted bullying
- Vandalism

If unacceptable behaviour occurs, members of staff need to:

- Challenge the behaviour
- Tell the child what we find unacceptable and why.
- Explain how they could have behaved differently, modelling what they could have done or said.
- Try to find out why the child is behaving this way.
- If the poor behaviour is repeated, or if it is judged to be serious, the Incident Step Guide must be followed. (Getting in contact with school or home).

Staff must follow the following guidance when giving any sanctions. Staff must ensure they are consistent and fair when applying the behavioural policy.

Incident Step Guide.

Minor Incidents: Interrupting lessons, rude behaviour, swearing, and general noncompliance.

For minor incidents students should be spoken to and sanctions put in place.

Either a time out of lessons or withdrawing of rewards.

Major incidents: Possession of drugs, alcohol or weapons, fighting.

Exclusion policy

Evolve have a fixed term exclusion policy, in the event of major incidents students may be excluded for up to 4 days. After the fifth day if it is felt that the student can no longer succeed at Evolve a managed move will be organised for the student in conjunction with the school/ main provider and parent/carer.

Monitoring and Evaluation of policy.

This policy will be monitored through internal reports, exclusions figures and staff and student feedback.

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Rewards and sanctions Policy

The successful management of behaviour and rewards is central to Evolve's ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within school and the community.

Our Rewards Policy encourages and rewards students who apply themselves and behave in a commendable way to support the ethos of the school as role models and to develop their own potential.

Rewards are as follows:

- Merits
- Positive parental contact through letters and postcards being sent home
- End of term trips

Sanctions

Teachers have a statutory right to discipline students whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction.

Students will have certain privileges taken away (recreation time) for lateness as well as for poor behaviour.

Parent/carers will be informed of any incidents and appropriate sanctions for poor behavior.

Teachers can confiscate student property if students have been told that they must not have it with them.

Monitoring and Evaluation of policy.

This policy will be monitored through classroom observations, internal audits and staff feedback.

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Anti – Bullying Policy

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed.

At Evolve, we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere free from oppression and abuse.

All types of bullying are unacceptable at Evolve and will not be tolerated. When bullying behaviour is brought to our attention, prompt and effective action will be taken.

Bullying generally takes one of four forms:

- Indirect being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
- Physical pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal name-calling, teasing, threats, sarcasm
- Cyber - All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera and video facilities.

Although not an exhaustive list, common examples of bullying also include:

- Race & Faith targeted bullying
- Homophobic bullying
- Bullying based on disability, ability, gender, appearance or circumstance

Why is it Important to Respond to Bullying?

Bullying hurts and is unfair. Everybody has the right to be treated with respect.

Students who are bullying need to learn different ways of behaving.

As an educational institute we have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All teaching and non-teaching staff, students and parents should understand what bullying is
- All teaching and non-teaching staff should know what the Evolves policy is on bullying, and follow it when bullying is reported
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises
- Students and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

Prevention

We will use some or all of the following to help raise awareness of and prevent bullying:

- Writing and implementing a set of school rules
- Signing a behaviour contract by students
- Reading stories about bullying or having them read to a class
- Having regular discussions about bullying and why it matters

Students will have access to therapeutic counselling.

Procedure

Evolve staff

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and given to the safeguarding officer
- The safeguarding officer will interview all concerned and will record the incident
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, police will be consulted

Students

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a tutor or a member of staff of their choice
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence

Students who have bullied will be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and the need to change
- Informing parents or guardians to help change the attitude and behaviour of the child

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Exclusion from certain activities
- Fixed-term exclusion
- Permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, form tutorial time, and subject areas, as appropriate, to eradicate such behaviour.

Monitoring and Evaluation of policy.

This policy will be reviewed annually and we will assess its implementation and effectiveness. The policy will be promoted and implemented throughout the centre.

Attendance Policy

This policy reflects the vision and aims of Evolve by:

- Encouraging staff, parents/carers and children to maximise the learning experience in order that all children reach their full potential.
- Providing clear procedures for involving parents/carers relating to attendance.

Students should arrive at Evolve, on time, every day they are expected to be there, unless the reason for the absence is unavoidable.

Permitting absence from school without a good reason is an offence by the parent/carer.

Students should arrive at Evolve no later than 09:30am for registration. Any arrival after the register has been taken will be marked in the register as Late. Arrivals after 10:00am will be recorded as late.

If students have not arrived by 09.45 parents and the school will be informed.

All absences will be recorded as unauthorised, unless a subsequent, reasonable explanation is provided.

Every half-day absence has to be classified by staff at Evolve, (not by the parents/carers), as either AUTHORISED or UNAUTHORISED.

Authorised absences are mornings or afternoons away from the provision for a reason such as genuine illness or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no leave has been given. This includes:

- Parents/carers keeping students off school unnecessarily.
- truancy before or during the school day.
- absences which have never been properly explained.
- Term-time holidays or delayed return from extended holidays without prior school agreement.

Parental/Carer Responsibility

The legal responsibility for ensuring students attends school regularly, and punctually, rests with parents/carers. To this end, it is desirable that parents/carers should be the first line of contact whenever the child is absent from the provision. A second emergency number will be required in case the parent/ carer cannot be contacted.

It is the parents'/ carers' responsibility to contact the provision either by telephone or in writing whenever the child is absent. This must be on the first day of absence by 9.45am, and subsequently

daily. In the case of medical appointments, evidence may be required although all appointments should be made outside of school hours where possible.

The Role of Staff

Class teachers complete a register at the beginning of each morning and afternoon session.

If parents/carers have not explained the reason for absence by 9.45am, the Secretary will ring home. If no explanation is given the Secretary enters this as unauthorised.

Schools will be informed of any absences daily. A weekly attendance and punctuality report will also be sent to schools.

Arrival Times and Lateness

The Centre is open from 09.30am for breakfast club. The day begins at 09.45am with registration.

Students arriving after this time must report to the Secretary where their name and reason for lateness will be recorded. Registers close at 10.00am. In the afternoon, registers are re-marked at 1.00pm.

Frequent lateness will be discussed with parents/carers by the Manager at a time convenient for both.

Monitoring and Evaluation of policy.

This policy will be monitored through attendance data and reports.

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Confidentiality and Data protection policy

The nature of our work involves contact with confidential information. All those involved with handling information must be able to do so sensibly and with confidence, and in accordance with the law.

Data Protection Act 1998: Applies to personal data of living, identifiable individuals, not anonymous data; manual and electronic records. Schools need to be clear, when collecting personal data, what purposes it will be used for and schools should have policies to clarify this to staff, students and parents.

Freedom of Information Act 2000: Amends the Data Protection Act, gives everyone the right to request any records a public body, including schools, holds about them. A school may withhold information it has if it is considered the information may damage the recipient, if disclosed.

Schools data or record keeping policy should also cover the requirements of this Act.

The sharing of any information that is personal to another person can only be done if:

- Consent to share the information has been given by the person or adult (in the case of a child)
- To share the information is supporting a Child Protection issue
- Sharing information strictly between those who require the information in order to carry out their duties e.g. sharing records of achievement with another teacher or the student's school.

The following main points must always be followed at all times:

- Remember that parents and carers have a right to access any information held on their child.

This may be a verbal request, however any request under the Data Protection Act or Freedom of Information Act, must be requested in writing. You do not have to give parents instant access to the information requested. If you are in any doubt, seek advice from the Centre manager first. No parent or carer can ask to see any other child's records, if you are doubtful of the right to see information e.g. Split families, right of access, parent responsibilities, etc then you must first seek advice from the manager.

- Staff must not discuss any details about another child who could be identified through the discussion with anyone but the child's own parent/carer and those who have a 'need to know' (this may include outside agencies).
- Information given by parents/carers will be passed on to other staff within our own setting (in line with Data Protection Act) but staff must never openly discuss details of a child in 'casual' conversations and never in an environment where other children, parents or visitors could overhear. Information about a child or family must never be discussed with people from other settings without the Manager's permission.

- Any information passed via e-mail must be marked RESTRICT or PROTECT in line with recently published legislation and training. Such e-mails must only be opened within the centre's system; opening such an email at home or sending such an email from a home computer will render the information 'insecure' which can then be shared openly.
- Issues of a personnel nature must remain confidential to the people involved. Information of this type must only be passed on to those who 'need to know'. When receiving information of a confidential nature, it is important that you clarify with the person making the disclosure who you will need to share the information with.
- Information held regarding a child's safety must be kept in a 'restricted' file in a locked cupboard and not shared with anyone except relevant staff.
- All staff must comply fully with the Data Protection Act and Freedom of Information Act. If in any doubt you must discuss any concerns with the Managers.

The legal position for staff regarding confidentiality:

Staff (including non-teaching and voluntary staff) should not promise confidentiality. Students do not have the right to expect that incidents will not be reported to his/her parents/carers and may not, in the absence of an explicit promise, assume that information conveyed outside that context is private. No member of this school's staff can or should give such a promise.

The safety, well-being and protection of the child must be a paramount consideration in all decisions made about confidentiality.

Staff are NOT obliged to break confidentiality except where child protection is or may be an issue, however, at Evolve we believe it is important that staff are able to share their concerns about students with colleagues in a professional and supportive way, on a need-to-know basis, to ensure staff receive the guidance and support they need and the students safety and well-being is maintained. Staff should discuss such concerns with their line manager or the directors.

When confidentiality should be broken and procedures for doing this:

See the Safeguarding Policy

Where this does not apply, and you are still concerned and unsure of whether the information should be passed on or another action taken you should speak to the manager.

Onward referral:

The Designated Safeguarding Lead (Shak Ditta/ Lynn Crawley) are responsible for referring students back to their schools Designated Safeguarding Lead (DSL)

Monitoring and Evaluation of policy.

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Acceptable User Agreement Policy

This Acceptable Usage Policy covers the security and use of all Evolve Learning Centre's information and IT equipment. It also includes the use of email, internet, voice and mobile IT equipment. This policy applies to all Evolve's employees, students and contractors.

Computer Access Control – Individual's Responsibility:

Access to the IT systems is controlled by the use of User IDs, passwords. All User IDs and passwords are to be uniquely assigned to named individuals and consequently, individuals are accountable for all actions on Evolve's IT systems.

Individuals must not:

- Allow anyone else to use their user ID and password on Evolve's IT system.
- Leave their user accounts logged in at an unattended and unlocked computer.
- Use someone else's user ID and password to access the IT system
- Leave their password unprotected (for example writing it down).
- Attempt to access data that they are not authorised to use or access.
- Store unprotected data on any non-authorised equipment.
- Give or transfer data or software to any person or organisation outside of Evolve.

Managers will ensure that individuals are given clear direction on the extent and limits of their authority about IT systems and data. Internet and email are intended for business use. Personal use is permitted where such use is not detrimental to Evolve in any way and not in breach of any term and condition of employment.

All individuals are accountable for their actions on the internet and email systems. Individuals must not:

- Use the internet or email for the purposes of harassment or abuse.
- Use profanity, obscenities, or derogatory remarks in communications.
- Access, download, send or receive any data (including images), which Evolve considers offensive in any way, including sexually explicit, discriminatory, defamatory or libellous material.
- Use the internet or email to make personal gains or conduct a personal business.
- Use the internet or email to participate in online gaming or gambling.
- Use the email systems in a way that could affect its reliability or effectiveness, for example distributing chain letters or spam.
- Place any information on the Internet that relates to Evolve unless agreed with Management.

- Send unprotected sensitive or confidential information externally.
- Make official commitments through the internet or email on behalf of Evolve unless authorised to do so.
- Download copyrighted material such as music media (MP3) files, film and video files (not an exhaustive list) without appropriate approval.
- Computers must be logged off/locked when unattended.
- Care must be taken to not leave confidential material on printers or photocopiers.
- Particular care should be taken with the use of mobile devices such as laptops, mobile phones, smart phones and tablets. They must be protected at least by a password or a PIN.

Any monitoring will be carried out in accordance with audited, controlled internal processes, the UK Data Protection Act 1998, the Regulation of Investigatory Powers Act 2000 and the Telecommunications (Lawful Business Practice Interception of Communications) Regulations 2000. This policy must be read in conjunction with:

- Computer Misuse Act 1990 • Data Protection Act 1998 It is your responsibility to report suspected breaches of this policy without delay to the Management Team. All breaches of these policies will be investigated. Where investigations reveal misconduct, disciplinary action will be taken.

Evolve Learning Centre will review this procedure annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Smoking, alcohol and substance misuse.

Drugs:

In accordance with the Misuses of Drugs Act 1971, it is generally illegal to possess or supply a drug covered by the Act, unless authorised (e.g. possessing drugs prescribed for personal medical use).

Under the Intoxicating Substances (Supply) Act 1985, it is illegal for anyone to supply or offer to supply a substance if they know or believe that the substance being supplied will be inhaled by a person under 18 for the purpose of intoxication.

Aims:

- to ensure that Evolve Learning Centre is free from illegal drugs (and solvents)
- to educate students on the effects of drugs (and solvents) on the mind and body
- to promote the individual's self-confidence, self-esteem and self-worth
- to explain the legal situation with regard to the use and misuse of drugs
- to enable young people to identify sources of appropriate personal support

Any student involved in illegal drugs when he/she is at Evolve can expect to be excluded.

Tobacco:

Evolve's policy on smoking aims to give students the message that the habit creates health problems for smokers and non-smokers alike, that non-smoking represents the norm in society and that it receives support from the Centre's staff.

Aims:

- to ensure that cigarette smoking is not tolerated at the provision
- to educate students as to the immediate dangers of smoking
- to encourage those students who do smoke to break free from the habit

Smoking, or being in possession of cigarettes or tobacco, is prohibited when a student is at Evolve. Students found smoking or in possession of cigarettes or tobacco can expect their parents to be informed and an appropriate sanction administered.

Alcohol:

Aims:

- to develop knowledge and understanding about alcohol as a drug and its effects on the body
- to encourage sensible, appropriate and safe drinking behaviour
- to educate the students as to the place of alcohol in the political, social and economic environment in which it exists.

Drinking, or being in possession of alcohol is prohibited:

- anywhere in the building
- whilst on outings and trips

Students found in possession of alcohol or using it, whilst at Evolve can expect to be excluded.

Educational programme:

Evolve has a pro-active policy concerning the use of illegal drugs and substances, alcohol and tobacco. This is expressed in Tutor periods, science lessons and Personal and Social Education lessons.

Possession of an illegal drug:

If any student is found in possession of a suspicious substance, it will be taken from the child. The substance will then be taken immediately to the manager. The student will then be interviewed by the Centre Manager. The police will be consulted concerning the nature of the substance. If it is an illegal drug, the student will be isolated immediately, and his/her parents called. The illegal drug will be handed over to the police who may prosecute the student. The student can expect to be excluded.

Drug Testing:

Where there is concern about a student regarding the misuse of drugs, it is possible, with the consent of the relevant student and parents, for drug testing to take place.

Random searches

Staff may carry out random searches to ensure students are not in possession of any of the above, if items are found in students possessions, staff will act in accordance with our behavioural policy.

Monitoring and Evaluation of policy.

Evolve Learning Centre will review this procedure annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Evolves Emergency Closure Policy

An emergency is any event which threatens to disrupt the normal running of the Centre. This includes fire, burglary, accidents, infectious diseases and adverse weather.

Preparation

In an emergency, there may not be access to the Evolve office, so key details (child name/contact numbers/sessions attended) should also be kept securely with the procedure, off-site, by the directors and centre manager. The Administrator is responsible for making sure that these details are kept up to date and that the directors have a copy.

The Centre manager will decide whether or not the centre should be evacuated. And will call the emergency services.

If parents have to be called to collect their children, children will be looked after safely by staff until they can be contacted. Depending on the emergency, this may be in Evolve office or it may be outside. If parents cannot be contacted the second emergency contact will be used. Students may stay with staff until contact can be made or their main education providers will be contacted.

If the decision to close the Centre is taken early in the morning, the Manager will notify all All staff and parents by **7.30 am**.

All staff should ensure they have access to a mobile phone, and that their contact details are correct and updated.

Refunds & Payments

If the Centre is forced to close because of an emergency, fees for sessions will not be refunded for closures of up to a week unless specifically requested in writing

Staff will continue to be paid for contractual hours missed due to the emergency closure up to a week. The situation will then be reviewed and staff and parents will be notified accordingly of the situation.

Staff may need to be flexible in working arrangements following an emergency. (For example making calls to parents and attending emergency meetings etc).

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Equality and Diversity Policy

At Evolve Learning Centre everyone is valued highly and tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment.

We endeavour to promote positive relationships with parents/ carers and other agencies. We seek to remove any barriers to access, participation, progression, attainment and achievement.

We aim to fulfil this pledge by:

- providing a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being)
- providing a learning environment where all individuals see themselves reflected and feel a sense of belonging, through continuous involvement of all stakeholders.
- prepare children for life in a diverse society, through the curriculum and modelling positive behaviour
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people
- actively challenge discrimination and disadvantage, through our referral and recruitment process.

All staff have the responsibility to be vigilant at all times of any harassment and deal with these cases effectively. Staff should also promote equality, and good relations through the curriculum.

Staff training will ensure that all staff are kept up to date with equality legislation, development and issues. Staff will work closely to tackle issues of underachievement in particular ethnic groups. Clear target setting and review work will ensure students are supported to achieve regardless of their background.

Any breaches of this policy will be dealt in accordance with local authority legislation.

Monitoring and Evaluation of the policy.

This policy will be closely monitored to ensure no group is disadvantaged. Evolve will monitor admissions records, attainment of students, any racist incidents and following actions, exclusion rates and recruitment of staff.

Policy agreed by Evolve Management. Issued June 2022. Review date June 2023

This monitoring will be followed with appropriate planning to ensure that there is race equality and social inclusion at Evolve Learning Centre.

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

ICT, Mobile phones, Internet and Email Policy

The purpose of Internet use within our educational setting is to raise educational standards, to promote student achievement, to support the professional work of staff and to enhance the Centre's management.

For this reason certain guidelines have been put in place to ensure these technologies are used within a safe and legal framework by both students and staff.

Internet access is an entitlement for students who show a responsible and mature approach to its use. Students who are not able to follow the guidelines will not have this privilege.

- To ensure students are aware of these guidelines, they will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- The centre ensures that the copying and subsequent use of Internet derived materials by staff and students complies with Copyright law.
- Access levels are reviewed to reflect the curriculum requirements and age of students.
- Staff members guide students to online activities that will support the learning outcomes planned for the students.
- Students are taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

Email

- Students are encouraged to use their own school approved email account only when communicating about school related issues. They should regard this as their professional profile; the school email address should only be used for educational purposes.
- Students must immediately tell a teacher if they receive offensive email.
- Students must not reveal personal details of themselves or others in email communication, or arrange to meet anyone without specific permission from an adult.
- Email sent to external organisations should be written carefully and authorised by the relevant member of staff before sending, in the same way as a letter written on school headed paper.
- The forwarding of chain messages is not permitted.
- Personal emailing during working hours would not be considered professional.

Social Media websites

Evolve will control access to social media websites. The use of social media websites during school time is not acceptable by students or staff.

- Sites must not be used to publish any content which may result in actions for defamation, discrimination, breaches of copyright, data protection or other claim for damages. This includes but is not limited to material of an illegal, sexual or offensive nature and including Race & Faith targeted bullying.

- Staff should ensure that no confidentiality breaches are made when using social media websites.

Internet Access

Evolve takes all reasonable precautions to ensure that users access only appropriate material.

This includes filtering appropriate to the age and maturity of students. However, due to the global and connected nature of Internet content, it may not always be possible to guarantee that access to unsuitable material will never occur via our computers. Evolve cannot accept liability for the material accessed, or any consequences resulting from Internet use.

Breaches to this policy will be dealt with under the behaviour policy. In general, this will result in a ban from using ICT facilities for a time. Where necessary, parents and the students school will be notified. Cases of extreme breaching may result in contacting the police.

Use of mobile phones, videography and photography.

The safety of students at Evolve also extends to ensuring they are safe from any imagery misuse. For this reason any imagery taken of students will need prior permission from the manager. Parental consent will be taken from parents before any such decision is made.

When photographing/videoing children, staff must –

- ensure that parents/carers/guardians of young people have signed and returned the consent form for photography
- ensure all children are appropriately dressed;
- use photographs or videos that represent the diversity of the young people participating;
- report any concerns relating to any inappropriate or intrusive photography to the manager;

Accidental Photography.

If a parent/carer has asked that a child not be photographed or videoed, all efforts must be made to ensure that the child is NOT photographed/videoed.

However, if the child is inadvertently caught on camera, e.g. in the background, as a reflection, etc, all identifying features must be obscured beyond recognition before use. If that cannot be done, image(s) must be permanently deleted and not used.

Mobile Phones

Students will not be permitted to use mobile phones whilst at Evolve.

Students must not be allowed to use their phones for photography or videoing purposes on the premises. Students are required to hand in their phone/s upon entry and will be able to have them back at the end of the school day.

Monitoring and Evaluation of policy.

Policy agreed by Evolve Management. Issued June 2022. Review date June 2023

Evolve Learning Centre will review this procedure annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Looked after Children Policy

The aim of this policy is to ensure that Looked After children are supported in a safe and secure environment to achieve to their potential.

This policy will also allow members of staff to recognise the specific challenges which are faced by looked after children.

Under the Children Act 1989, a child is looked after if s/he is in the care of, or is provided with accommodation for more than 24 hours by, a local authority. The term 'Looked After Children' (LAC) refers to:

(i) Children accommodated by the Local Authority under a voluntary agreement with their parents (section 20)

(ii) Children subject to a care order (section 31.1) or interim care order (section 38)

(iii) Children who are subject to emergency orders for the protection of the child (section 44)

A designated member of staff will be in charge of ensuring all students from the LAC category are supported adequately. They will also ensure that all staff have the right training and that this is kept up to date.

The designated member of staff is also responsible;

- To promote a culture in which Looked After Children believe they can succeed, and aspire to further training, education and higher education, and/or employment.
- To maintain an up to date register of Looked After Children and inform colleagues on a need to know basis. Sensitivity and confidentiality are critical.
- To attend relevant training so that they are aware of statutory responsibilities and procedures for Looked After Children, and feed these back to members of staff.
- To develop and monitor systems for liaising with carers, social care colleagues and other Children's Services professionals who support the child.
- To be the first point of contact for other professionals working with Looked After Children, and ensure the speedy transfer of information between Agencies.
- To monitor the educational progress of all Looked After Children.

- Ensure the child, carer(s), social worker and other relevant parties receive early notification of any meetings, and other events. Communication, both written and verbal must remain regular and positive.
- To intervene if there is evidence of individual underachievement, repeated or sustained absence, internal truancy or risk of exclusion.
- To ensure the young person has an up to date Personal Education Plan(PEP) that we have access to. If not, then to arrange the meeting in partnership with the child's social worker.
- Ensure that someone is available to attend LAC Reviews on each child/young person and/or always prepares a written report if necessary.

All members of staff will ensure that they have the right information concerning all LAC students and are aware how they can support them. Staff are encouraged to ask for support when they are unsure. All members of staff will support the local authority to promote the educational achievement of LAC students.

Monitoring and Evaluation of policy.

This policy will be monitored through classroom observations, internal audits and staff / student feedback and staff training records.

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Pastoral Care Policy

At Evolve Learning Centre we will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding Fundamental British Values.

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online and bullying. This will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development. Issues will also be addressed through other areas of the curriculum, for example, circle time, English and Art.

We strive to create an atmosphere where our students:

- feel secure and accepted in a safe environment;
- know that they are valued as individuals;
- are encouraged in their learning, take pride in their work and develop a positive approach to study;
- can grow in their self-esteem, confidence and independent thinking;
- develop self discipline and a sense of responsibility;
- foster good relationships among their peers and with staff;

Our Pastoral Care system aims to provide academic and emotional support and help to promote good discipline and challenge unacceptable behaviour.

At Evolve we undertake the following tasks to help us to achieve our Pastoral Care aim:

- ensure that Pastoral Care is central in the daily life of the students and is fully embedded within the curriculum;
- develop a timetabled programme of study for all students
- ensure students are given informed guidance on careers
- devise policies and procedures which ensure the physical and emotional security of our students (Safeguarding Policy, Behaviour Policy, Special Educational Needs Policy, Anti-Bullying Policy and any others which may be relevant);
- put in place a pastoral structure which identifies staff with particular specialised roles and responsibilities;
- monitor student progress and communicate this to schools and parent/carers
- help and guide students through critical transition times by providing advice, support, mentoring and counselling.
- liaise with parents and other agencies for the benefit of the students;

- create a caring and orderly community which is sensitive to the needs of students, staff and parents and promotes good relationships;
- aim for high standards of behaviour to provide an environment in which students can achieve their potential;
- provide support services (counselling support, Behaviour Guidance).

Relationships with Parents/ Carers – Positive relationships with parents/carers will be maintained through regular reporting.

Rewards & Sanctions

It is important to acknowledge and reward good behaviour, achievement and acts of kindness will be rewarded with merits and postcards sent home.

Monitoring and Evaluation of policy.

This policy will be monitored through classroom observations, internal audits and staff and student feedback, student reports and reward logs.

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Sex Education Policy

We have based our sex education policy on the DfE guidance document Sex and Relationship Education Guidance.

Sex education is part of the personal, social and health education curriculum taught at Evolve. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Though no scheduled lessons on sex education are taught at Evolve, there may be lessons in which aspects of the topic may be covered.

The role of parent/ carers.

We wish to build a positive and supporting relationship with the parent/carers of students through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child.
- encourage parents to be involved in reviewing the policy and making modifications to it as necessary, if any issues arise.
- Inform parents of any specific sex education lessons that are taught
- Lessons on sex education will be taught by a trained member of staff

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parent/ carers have the right to withdraw their child from all or part of any lesson where sex education may be taught. If a parent wishes their child to be withdrawn from these lessons, they should discuss this with the manager, and make it clear which aspects of the programme they do not wish their child to participate in.

Monitoring and Evaluation of policy.

This policy will be monitored through classroom observations and staff and student feedback.

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Health and Safety Policy

The aim of this policy is to maintain a safe and healthy learning and working environment at Evolve Learning Centre.

The overall management of the Health and Safety Policy lies with the Centre manager.

Key responsibilities;

- Allocating sufficient resources to meet health and safety priorities;
- Ensuring attendance on appropriate health and safety training courses;
- Regularly checking the Health and Safety website
- Ensuring good communications by including health and safety issues during weekly staff meetings;
- Organising and implementing termly inspections
- Completing risk Assessments for all on and off site activities
- Carry out termly fire drills, weekly fire tests, check fire extinguishers and maintain the Fire Safety Folder;
- Ensure that all employees are aware of the policy on working alone with students and that this practice is discouraged for all employees.
- Include health and safety in the induction of all new employees;
- Undertake annually, the health and safety training needs analysis of all employees;
- Support employees with personal safety issues including stress;
- Ensure off-site visits are approved and appropriately staffed.
- Adequate trained first aid cover is available for on and off site activities;
- Periodic checks are made of the first aid arrangements, equipment required and first aid boxes;
- Ensure all hazardous equipment and materials are appropriately marked, assessed, maintained and used by a competent person;
- Ensure that students are aware of health and safety issues and that these are being continually reinforced.

Visitors and Contractors.

To always ensure the safety of students, all visitors to the building will be expected to follow the following rules.

- Report to the Centres reception on arrival;
- Sign the 'Visitors' Book' and wear a visitors badge at Reception
- Contractors will be informed of hazards peculiar to this site, e.g. asbestos;
- Follow evacuation procedure in the event of an emergency.

Students

- Behave in a way that does not put their health and safety at risk
- Follow all set rules at all times.
- Observe standards of dress consistent with good health.
- Use all equipment in a safe manner. It is important that children learn to understand and manage the risks that are a normal part of life.
- Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them.
- All students will receive a Health & Safety induction as part of the initial process.

Induction Training

- All staff will be given training with regards to Health & Safety at the premises as part of their induction process.

Premises safety

- Risk assessments are carried out on all areas of the building.
- Any hazards that are highlighted must be reported to the manager and entered into the hazard book.
- Regular reviews of the building must be carried out by the management.
- Safety signs will be clearly displayed around the building.
- All accidents must be reported and written in the incident book.
- Any RIDDOR Reportable incidents will be reported to the enforcement authority and ACE.
- A list of first aiders is on the Evolve notice board in the office.
- A termly fire drill practice will be carried out.
- An annual inspection of all electric equipment will be carried out.

Personal Property – Handbags etc. should be locked away. Money and valuables should not be left unattended. A lockable cupboard space is available to all staff. Responsibility for personal items rests with the individual member of staff.

Cash on the premises should be kept out of sight and sent up to the Office as soon as possible. In the Office, cash should be locked away as soon as possible in the floor fitted safe.

Smoking on Educational Premises – This school does not permit smoking on its premises. This rule applies to all persons on the whole of the school site.

Aid's Awareness – Standard Safety Precautions:

- protective gloves should be worn in a case of an accident.
- blood and other body fluids in contact with the skin should be washed off with soap and water.
- cuts and grazes should be covered with a water-proof dressing until a scab forms.
- be careful with sharp objects which could carry blood or other body fluids if they should puncture the skin.

Monitoring and Evaluation of policy.

The manager will ensure all aspects of this policy are monitored through regular inspections. Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Safeguarding Policy

Safeguarding is defined as –

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best life chances

Child Protection is defined as –

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm

(Working Together DfE 2018)

This includes, but is not limited to safeguarding children in specific circumstances

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation / hazing	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting
Online including grooming via social networking, online gaming, video messaging	Peer on peer abuse
Self Harm behaviours	Children with mental health difficulties or illness
Children with SEN/EHCP	Honour –based Violence

This policy draws upon the principles of “Every Child Matters”, duties conferred by the Children Act 2004.

The policy is applicable to all on and off-site activities undertaken by students whilst they are the responsibility of Evolve.

All adults working at Evolve (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who has the responsibility for child protection.

Evolve Learning Centre *is* committed to safeguarding and promoting the welfare of all its children.

We believe that:

- All children/young people have equal right to be protected from harm;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse
- All children/young people have the right to speak freely and voice their values and beliefs
- All children/young people must be encouraged to respect each other's values and support each other
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours and
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance laid out in the following documents:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175/157)
- The procedures of Luton Safeguarding Board
- The Education (Student Information) (England) Regulations 2005
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2016)
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011)
- What to do if you are worried a child is being abused (DfE 2015)
- Working Together to Safeguard Children (DfE, 2018)
- Keeping Children Safe in Education (DfE, 2021)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Internet Safety 2016)

OVERALL AIMS

This policy will contribute to safeguarding our children and promoting their welfare by:

- Clarifying standards of behaviour for staff and children
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Creating an organisational culture that is safe for children
- Introducing appropriate work within the curriculum
- Encouraging children and parents to participate
- Developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns
- Addressing concerns at the earliest possible stage in the least intrusive way

KEY PRINCIPLES

- Always see the child first and consider what life is like for the child maintaining a culture of vigilance
- Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Luton LSCB Thresholds Framework
- Have conversations, build relationships and maintain professional curiosity
- Focus on securing improved outcomes for children
- Build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children
- Every child is entitled to a rich and rounded curriculum
- When issues arise, Head Teachers should speak out, addressing them internally where possible and engaging in a multi agency response when required in accordance with interagency procedures

The policy is designed to ensure students are kept safe at all times and are in an environment that promotes good health and gives them the opportunity to achieve in all aspects of their education and make a positive contribution to their community.

All staff have the responsibility to ensure they are aware of how to recognise and deal with safeguarding concerns. Staff are given training in line with legislation and government procedures.

The Designated Safeguarding Lead is: Shak Ditta – 07958 233033

The Deputy Safeguarding Officer is: Lynn Crawley – 01582 400881

NSPCC helpline – 0800 028 0285

The Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates representation at CP conferences and Core Group meetings (including the submission of written reports for conferences).

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding what steps should be taken in accordance with the LSCB Thresholds Framework and initiate a response accordingly.

The parent/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual abuse or the Safeguarding Lead has reason to believe that informing the parent at this stage might compromise or put the child at significant risk a referral to the Rapid Intervention and Assessment Team (RIAT) of Children Social Care in accordance with the LSCB Inter-agency Safeguarding Children Procedures (<http://lutonlscb.org.uk/>)

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance.

If a student is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested.

Referrals can be made to Early Help Team, Local Support Team or Children's Social Care Team who will advise the most appropriate action to take.

- If a child moves from our school, the Designated Safeguarding Lead will ensure child protection records are forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. The practice guidance produced by Luton Safeguarding Children Board will be adhered to in relation to archiving child protection records.
- If sending by post, children's records will be sent by "Special/Recorded Delivery". For audit purposes a note of all children's records transferred or received should 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/or received.

The Directors will ensure that they comply with their duties under legislation. They will have regard to Keeping Children Safe in Education 2021 to ensure that the policies, procedures and training in our Centre are effective and comply with the law at all times

The Centre contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated offer of early help when additional

needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans

The Centre provides an appropriate safeguarding response in accordance with the Luton LSCB Thresholds Framework in order to safeguard children.

The Centre pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, cyber bullying, sexually harmful behaviours or youth produced sexual imagery

- The Centre's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). This includes working with Children's Social Care from other areas when children attend school in Luton, however, live outside of Luton.
- The Centre shares information with other professionals in the interests of safeguarding children in accordance with the guidance within working Together to Safeguard Children 2018 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.
- The Centre will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation with Bedfordshire Police and the Single Point of Contact for CSE within Luton Borough Council
- The Centre initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future.

THE GOVERNING BODY

The Governing Body will:

- Ensure that they comply with their duties under legislation. They will have regard to Keeping Children Safe in Education 2021 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times

The Governing body will ensure that:

- The school contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- The school provides an appropriate safeguarding response in accordance with the Luton LSCB Thresholds Framework in order to safeguard children.
- The school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, cyber bullying, sexually harmful behaviours or youth produced sexual imagery
- The schools safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). This includes working with Children's Social Care from other areas when children attend school in Luton however live outside of Luton.
- The school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard Children 2018 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018.
- The school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation with Bedfordshire Police and the Single Point of Contact for CSE within Luton Borough Council
- The school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future.
- That the Director ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented
- The school has a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - staff/child relationships and communications including the use of social media and other online platforms

- The school has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service and NCTL as the teaching professional body where appropriate.
- The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2021;
- The Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder’s job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role and adheres to Keeping Children Safe in Education, 2021
- The Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Lead.
- Ensure that a member of the LGB is nominated to liaise with the designated officer from the Local Authority and partner agencies in the event of allegations of abuse made against the Designated Lead/Centre Manager.
- Ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback.

The Designated Safeguarding Lead and any Deputies undertake LSCB multi agency higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role. In addition, the designated safeguarding lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events.

A Safer School Culture

The culture of Evolve Learning Centre is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working and volunteering within the organisation and that all concerns will be reported to the Designated Senior Manager in accordance with the procedures of the organisation. Essential to this is professional curiosity, openness and transparency where the focus remains on the children attending this establishment.

Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Secretary of State in the Prevent Strategy as: *Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

There is no such thing as a typical extremist: those who become involved in extremist actions come from a range of background and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that Evolve staff are able to recognise those vulnerabilities and seek to protect children against the messages of all violent extremism.

Indicators of vulnerability include:

- Identity Crisis – a child is distanced from their cultural/religious heritage
- Personal Crisis – the child may be experiencing family tensions, a sense of isolation and low self-esteem. They may have dissociated from their existing friendship group
- Unmet Aspirations – the child may have perceptions of injustice, a feeling of failure or rejection
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/reintegration
- Special Educational Need – children may experience difficulties with social interaction, empathy with others or understanding the consequences of their actions

The above list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Evolve values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's value. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school is fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these

Children who are vulnerable to Forced Marriage, Female Genital Mutilation (FGM) and CSE or trafficking

At Evolve our values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our staff are supported through training to recognise warning signs and symptoms in relation to specific issues; this includes such issues in an age appropriate way in their curriculum. Our staff are supported to talk to families about sensitive concerns in relation to their children and find ways to address them together wherever possible.

Female Genital Mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.
- FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this.
- Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school's safeguarding reporting procedures.
- Those failing to report such cases will face disciplinary sanctions.
- If the school are concerned that a child / young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.

What are the signs that a girl may be at risk:

These may include knowing both that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.

The child may talk about a Special procedure/ceremony that is going to take place.

Indicators that FGM may already have occurred include prolonged absence from school, noticeable behaviour change on return, possible bladder or menstrual problems. Others could include pain between the legs, or talk of something somebody did to them that they are not allowed to talk about.

If the DSL is concerned that the child or young person has experienced or at risk of FGM a Child Protection referral will be made to the Rapid Intervention and Assessment Team in accordance with interagency procedures produced by LSCB.

Child Sexual Exploitation (CSE)

- The definition of child sexual exploitation is as follows:
Child sexual exploitation is a form of child sexual abuse. It occurs where 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/or (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. (April 2017)
- The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.
- Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability
- The Centre recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators
- The Centre recognises that there are various 'models' of CSE which include but not limited to:

Gangs and groups	Boyfriend/Girlfriend model
Peer on Peer	Familial
Online	Abuse of authority
- Where concerns are identified in relation to Child Sexual Exploitation the LSCB thresholds framework will be consulted in order to ensure the child receives support at the earliest possible opportunity.
- An Early Help multi agency response may be initiated by completing an Early Help Assessment form and engaging with the Early Help Hub or Stronger family's team. Where parental consent cannot be obtained, advice will be sought from the Early Help Hub
- If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within children's social care.
- In all cases intelligence will be shared with Bedfordshire Police using the intelligence form which will also be copied to the Single Point Of Contact for CSE within Luton Borough Council

Peer on Peer abuse

- The school recognises that children can abuse other children and such behaviours are never viewed simply as ‘banter’ or as part of growing up. We recognise that peer on peer abuse can take many different forms such as:
 - Cyber-bullying
 - Sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as Youth Produced Sexual Imagery)
 - Sexual assault
 - Sexually harmful or problematic behaviour
 - Gang initiation or hazing type violence

Sexualised behaviours

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children’s developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children’s Social Care
- In all cases of peer on peer abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the LSCB Thresholds Framework.
- Where necessary, the school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures
- Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire police

Gang related violence

- The Centre recognises the risks posed to children in relation to involvement in gang related activity which may be street gang, peer group or organised crime. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices.
- The school understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity
- If, however information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children’s Social Care.

- Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the MAG panel in accordance with Local procedures as part of the safeguarding response

Youth Generated Sexualised imagery

- The Centre recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.
- In all cases where an incident of youth produced sexual imagery is reporting the following actions will be undertaken:
 - The incident should be reported to the Designated Safeguarding Lead as soon as possible.
 - The Designated Safeguarding Lead should hold an initial review discussion or meeting with appropriate school staff.
 - There should be subsequent interviews with the young people involved (if appropriate).
 - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
 - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- An immediate referral will be made to the Police and Social care in the following circumstances:
 - The incident involves 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)
 - the imagery 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 imagery is under 13
 - There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming
- If none of the above applies the school may choose to deal with the incident without involving the police or social care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child

- The school will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice
- Adults in the school will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the designated safeguarding lead will respond to an incident based on what they have been told about the imagery.
- All incidents will be recorded.

Confidentiality

Safeguarding information should be treated as confidential and only shared as part of the agreed centre protocols.

All staff/volunteers have a responsibility to share relevant information about the protection of children with other professionals.

Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

Training

In-service training on safeguarding issues will be organised on at least a three yearly basis. All newly recruited staff (teaching and nonteaching) will be informed of this policy and will be encouraged to attend relevant LA or Safeguarding Board training.

The Safeguarding Officer (and their Deputy) will attend the LA's dedicated induction course and then refresher training at least every two years. Designated staff will be encouraged to attend appropriate network meetings and to participate in the multi-agency training programme.

CHILDREN WITH ADDITIONAL NEEDS

- Evolve recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.
- When the school is considering excluding, either fixed term or permanently, a vulnerable child and / or a child who is the subject of a child protection plan or where there is an existing child protection file, a multi-agency risk-assessment meeting prior to making the decision to exclude will be held. In the event of a one-off serious incident resulting in an immediate decision to exclude, a risk assessment *must* be completed prior to the child attending the Provision.

Safer Recruitment and Selection

- The Centre pays full regard to 'Keeping Children Safe in Education' (DfE 2021). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.
- All staff are given and required to read Part 1 of every new edition of Keeping Children Safe in Education (2021) which also includes Prevent. This applies not only to new staff but also those already in post.
- Role appropriate training and refresher training will be taken in accordance with the local authority procedures and also as required in KCSIE (DfE 2021).
- All references (school staff) will be directed to the Head Teacher for completion.
- It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children. Promoting British Values and the Prevent strategy which requires staff to be trained to give them knowledge and confidence to identify children at risk of being drawn into terrorism and challenging extremist ideas.
- Shak Ditta has undertaken Safer Recruitment training. One of the above will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

All recruited staff will be given a copy of this policy through the staff handbook.

Evolve will ensure that an adequate number of trained staff are available at all times.

Staff code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with students and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the Behaviour Management Policy.

Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a student for their own protection or others' safety, this will be appropriately recorded and reported to the manager and parents. Any physical restraint used will comply with DfE and LA guidance.

Any student requiring first aid for a minor injury will be treated by the nearest available responsible adult. In the event of a more serious injury a qualified first aider will be summoned to assess and

treat the student. If it is necessary for the child to remove clothing for first aid treatment, there will always be another adult present.

If a member of staff is providing any form of care, two colleagues will be present and gender taken into account. All first aid treatment will be recorded and shared with parents/carers at the earliest opportunity.

For their own safety and protection, staff should exercise caution in situations where they are alone with students.

Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting.

Staff should also be alert to the possible risks that might arise from social contact with students outside of the Centre

Home visits to students or private tuition of students should only take place with the knowledge and approval of the Manager.

Staff will not disclose their personal telephone numbers and email addresses to students or parents.

Whistle Blowing - Responding to an Allegation or Concern about a member of staff

- The Centre will comply with the LSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances
- This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer 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; or
 - Behaved in a way that indicates s/he may pose a risk of harm to children

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse or mistreat children.

- Safeguarding children and young people requires staff to be committed to the highest possible standards of openness, integrity and accountability. When there is a genuine concern about any aspect of their agency or organisation, staff will be encouraged to come forward and speak out under the auspices (support) of their policy and the Public Interest Disclosure Act 1998. This will reflect the principles in Sir Robert Francis's Freedom to Speak Up review. (<https://freedomtospeakup.org.uk/wp-content/uploads/2014/07/F2SU>) Staff will be supported in feeling confident in raising genuine concerns and provide avenues for them to raise their concerns within the organisation and subject to legal constraints, receive feedback on any action taken. Staff will be reassured that they will be protected from any possible reprisals or victimisation if they have made any disclosure.
- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Centre Manager unless the concern relates to Centre Manager. If the concern relates to the Centre Manager, it must be reported immediately to the Board of Directors. Alternatively concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care, who will liaise with the Board of Directors and they will decide on any action required.
- If the Centre Manager is not available the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO and discuss the concerns. Contact into the LADO should happen at the earliest possible opportunity and within 1 working day.

The LADO in Luton can be contacted on 01582 548069.

- The LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day
- The Centre will engage with the LADO at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2016) and the local procedures published by the LSCB. In this regard, the Centre

will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated, however all reasonable alternatives to manage the risk will be considered. Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.

- Should the Centre dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. If the member of staff is a qualified teacher, the school will in accordance with published guidance from the Department for Education consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made.

The school will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2021) with regard to record keeping, references and compromise or settlement agreements

Evolve takes seriously all allegations made against members of staff. Procedures are in place for students, parents and staff to share any concern that they may have about the actions of any member of staff or volunteer.

Complaints:

If a complaint is made against a member of staff (a colleague is not satisfied in the way that something has been done), then this will be followed up with Management and records kept in line with the above Allegation procedures.

Records.

Accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual students. This information may be shared with other agencies as appropriate.

Child protection records are not open to students or parents. These records are kept securely by the Designated Person and separately from educational records. They may only be accessed by the Designated Person, their Deputy and the senior managers of the Centre.

MASH – Multi Agency Safeguarding Hub. Mash@luton.gov.uk The LADO can be contacted on Luton **548069** or via email on LADO@luton.gcsx.gov.uk If you are unable to contact the LADO please call the Rapid Intervention and Assessment Team on **01582 547653**.
initialassessment@luton.gov.uk Early Help Assessment Team – **01582 548231**

Monitoring and Evaluation of policy.

This policy will be monitored through an annual review of the policy, through inter- agency communications and from staff feedback after any safeguarding training.

Policy agreed by Evolve Management. Issued June 2022. Review date June 2023

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Offensive weapons Policy

It is illegal to carry knives or other offensive weapons on and around the premises.

Evolve learning Centre recognises that the presence of weapons would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the centre.

Accordingly, it is the centre's policy to forbid the possession, custody and use of weapons by unauthorised persons in, on or around the premises.

No student or other person shall bring a weapon into the centre, nor carry or keep any weapon within the perimeter of the site or while attending or participating in any off-site activities.

These rules apply at all times except where a weapon is issued to a student by a member of staff for teaching purposes. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a "weapon" is any firearm of any description, including starting pistols, air guns and any type of replica or toy gun. Knife, including all variations of bladed object including pocket knives, craft knives, scissors etc. Explosive, including fireworks, aerosol spray, lighter, matches. Laser pen or other object, even if manufactured for a non-violent purpose that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Any student found to be in breach of this policy shall be subject to action under the Behaviour Management Policy. This could mean fixed period or permanent exclusion from school. In some circumstances the police might also be contacted.

Monitoring and Evaluation of policy.

This policy will be promoted and implemented throughout the centre and reviewed annually. The policy along with other policies will be available on the Evolve website.

Policy on Special Educational needs

As stated in the Special Education Needs Code of Practice 2001 'children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Our SENDCO is Mrs Francis – g.francis@evolvelc.co.uk

Evolve learning Centre is committed to ensuring access for all students and strives to:

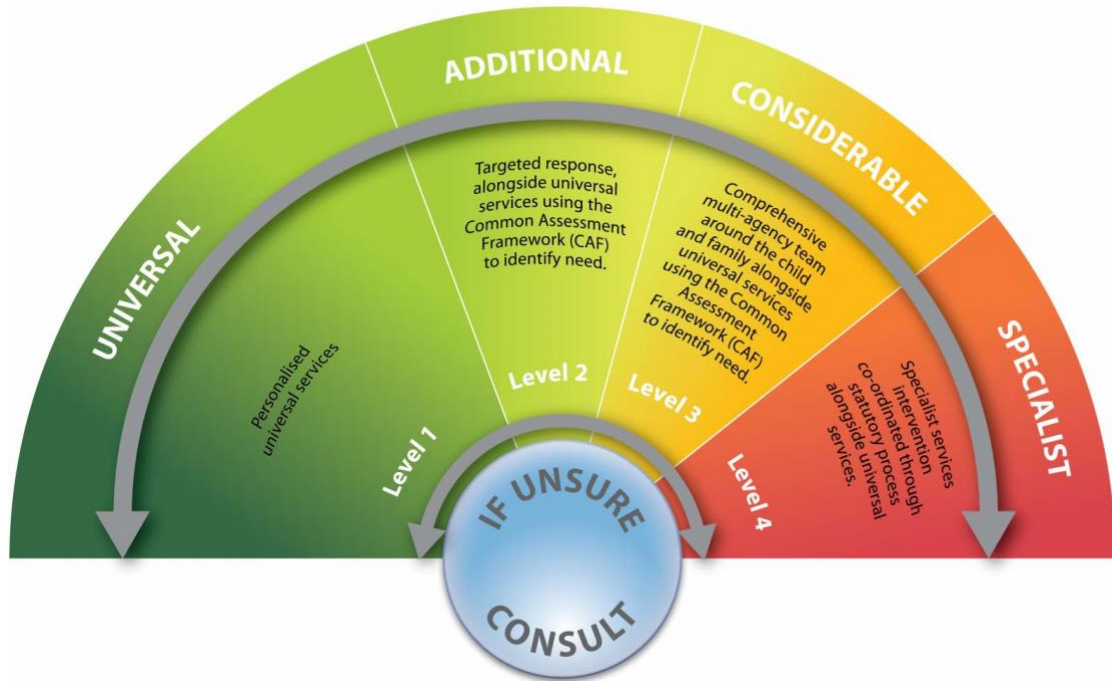
- Acknowledge the needs of the individual which are preventing them from accessing learning opportunities in a mainstream setting; we recognise that these needs may be long or short term.
- Consider the views of the student and take account of their varied life experiences and needs.
- Provide teaching and learning contexts which will enable success for our students.
- Create an environment which meets the needs of students with SEN and where all students can flourish.
- Enable all students to maximise their potential and enjoy learning.
- Ensure needs are identified, assessed, provided for and regularly reviewed.
- Work closely with parent/ carers and support them in contributing to their children's learning.
- Agree and maintain clear expectations of all partners involved in the education and emotional well-being of our students.
- Eliminate prejudice and discrimination in order to include all learners regardless of age, gender, additional needs, ethnicity, attainment levels or background.
- Provide specific input for those students identified as having SEN at SA+ or who have a Statement of SEN.
- Enable our students to move on from us equipped to cope with greater independence.

It is the responsibility of all members of staff to be involved in the development and implementation of this policy. Evolve will work with all agencies involved with our students in order to address their needs.

The managers have the responsibility to ensure:

- Liaison takes place between home and schools
- Individual Education Plans or programmes of support are taken from schools where possible
- Information about students with SEN is accurate, up to date, shared as necessary and is used to inform planning.
- Professional guidance is given to all staff to ensure quality teaching & learning for students with SEN.

Children and Young People’s Needs, Risk and Thresholds



Children and families may move up or down the levels of needs as their needs and risk changes

Level 1: Universal Needs	Level 2: Additional Needs/Early Help	Level 3: Complex needs/Child in need	Level 4: Urgent, Immediate or Other High Priority Needs
<p>Universal support for all children and families.</p>	<p>Children and families, including disabled children and young people, experiencing difficulties and requiring additional support to enable achievement of good outcomes for children in the family and to prevent abuse and neglect.</p>	<p>Children and families including disabled children and young people whose needs are complex and without co-ordinated support are likely to escalate into specialist services</p>	<p>Children and families, including disabled and young people, whose needs are complex and enduring and cross many domains. They are at risk of significant harm or removal from home.</p>
<p>Needs are met by universally accessible services such as:</p> <ul style="list-style-type: none"> • Schools and colleges • Early Years settings • GPs • Health visitors and school nurses • Midwifery • Housing • Police • Children’s Centres. 	<p>Needs are met by universal and targeted services such as:</p> <ul style="list-style-type: none"> • Children’s Centre Services • Early Education and childcare • Family learning and access to work • Welfare rights/benefits advice • Positive activities for young people • Emotional well-being and counselling services • Parenting and family support • Healthy lifestyles and reducing risky behaviours 	<p>Needs are met by a combination of universal and targeted services and are overseen by a social worker.</p>	<p>Needs are met by a combination of universal, targeted and specialist services which are co-ordinated by a social worker.</p>
<p>No referral needed</p>	<p>Professional to complete an Early Help Assessment, where service is unable to meet the full needs of the child and send to the Access and Referral Hub. Professional to refer on to the Access and Referral Hub</p>	<p>Professional to refer on to the Access and Referral Hub.</p> <p>If the threshold for a Child and Family Assessment is not met, the professional may be asked to complete an Early Help Assessment.</p>	<p>Professional to make immediate referral to the Access and Referral Hub.</p>

Monitoring and Evaluation of policy.

This policy will be monitored through classroom observations, internal audits student attainment data.

This policy will be reviewed annually and guidance from other agencies will be taken to ensure its effectiveness in ensuring students with SEN are given the opportunities to meet their potential.

First Aid and Medicine Management

Evolve aims to keep their staff and students safe at all times. In order to comply with health and safety regulations, this policy aims to ensure all staff members are aware of the procedures that must be followed in case of an incident that requires first aid.

First Aid Arrangements

First aid boxes are kept in the main office and reception with Kate. Contents of the boxes should be replenished as soon as possible after use in order to ensure that there is always an adequate supply of all materials. Items should not be used after the expiry date shown on packets. It is therefore essential that first aid equipment is checked frequently, to make sure there are sufficient quantities and all items are usable.

Our appointed persons for First Aid are Shak Ditta, Kate Donnelly and Lynn Crawley.

Kate is responsible for ensuring the first aid kits are kept up to date.

If first aid treatment is required by a student, he/she should be escorted by a student or member of staff, depending on the seriousness of the injury. They must report to the main office to Kate where the injuries will be assessed and treated, or arrangements will be made for further treatment.

Administration of Medicines

Prescribed medication will be administered by Nasir or Kate. Parents must complete an 'Administration of Medicines' form which can be obtained from the office. Any antibiotics or medicine that requires refrigeration will be stored in the office fridge.

Non-prescription medication will only be given in exceptional circumstances where the parents have spoken to Nasir or Kate and a record of the medicine administered has been recorded in "medicine administered" log stored in the office.

Inhalers

Inhalers need to be accessible to the students and are therefore stored at the back of the classroom door or with the student. Students who need supervision when administering inhalers should be sent to Nasir or Kate in the office who will then assist the child and record this on the log stored in the office.

First Aid Training

It is the responsibility of the manager, to ensure their training is kept up to date. If you need to book a refresher course please speak to the manager in the office who will organise training for you.

The following is a list of staff with First Aid qualifications:

Name:	Qualification	Date Taken	Date Expires
Lynn Crawley	British Red Cross First Aid	5/02/2020	5/02/2023
Nasir Ismail	British Red Cross First Aid	5/02/2020	5/02/2023
Kate Donnelly	British Red Cross First Aid	5/02/2020	5/02/2023
Kaiser Ismail	British Red Cross First Aid	5/02/2020	5/02/2023
Gillian Francis	British Red Cross First Aid	5/02/2020	5/02/2023
Habib Raj	British Red Cross First Aid	5/02/2020	5/02/2023
Shak Ditta	British Red Cross First Aid	5/02/2020	5/02/2023

Off Site Activities

At least one first aid kit will be taken on all off-site activities, along with individual student's medication such as inhalers, Epipens etc. Any student medication must be carried separately to the first aid kit.

A named first aider will accompany all off site visits.

Accident Reporting

All accidents to students, staff and visitors must be recorded as soon as possible on the appropriate documentation for accident reporting. Minor student injuries / first aid treatments will be recorded by the person administering first aid. The following information:

- Name of child
- Time and date
- Type of injury
- First aid administered
- Person administering first aid and signature.

Reporting to Parents

Significant incidents and injuries will be reported immediately to parent/carers by telephone.

Students who have head injuries will be provided with a letter to their parents highlighting which symptoms to look out for.

Transport to Hospital or home

The manager will determine what are reasonable and sensible actions to take in each case.

Where the injury is an emergency, an ambulance will be called following which the parent or carer will be called. Where hospital treatment is required but it is not an emergency, then the designated first aider will contact the parents for them to take over responsibility for the child.

If the parents cannot be contacted then the manager may decide to transport the student to hospital. However, where the manager makes arrangements for transporting a child then the following points will be observed:

- Only staff cars insured to cover such transportation will be used
- No individual member of staff should be alone with a student in a vehicle
- The second member of staff will be present to provide supervision for the injured child

Hygiene and Infection Control

First aiders must follow their training and maintain good standards of infection control. Whenever small amounts of body fluids have to be cleared up, disposable plastic gloves should be worn and disposable paper towels and a detergent solution should be used to absorb and clean surfaces. These items should be disposed of in black plastic bin liners, tied up and placed directly into waste bins.

Monitoring and Evaluation of policy.

Evolve Learning Centre will review this procedure annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Physical intervention and restraint policy

At Evolve, we are committed to a positive behaviour policy which encourages students to make positive behaviour choices. We do however recognise that students sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff.

Our policy for physical intervention is based upon the following principles:-

Physical intervention should be used only as a last resort when other appropriate strategies have failed.

- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the manager as soon as possible
- Parents/ carers will be informed of each incident

Section 93 of the Education & Inspections Act 2006

Allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of students to use such force as is reasonable in all the circumstances to prevent a students from doing, or continuing to do, any of the following:-

- **causing injury to his/herself or others**
- **committing an offence**
- **damaging property**
- **prejudicing the maintenance of good order & discipline**

As it is not possible to define every circumstance in which physical restraint would be necessary or appropriate, staff will have to exercise their own judgement in situations which arise within the above categories.

Staff should always act within the Centre's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all students safety and well being.

However, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allows the student to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the student to whom it is being applied.

However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the student what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the student's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the student
- Involve other students in the restraint
- Touch or hold the student in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the student

- Use physical restraint or intervention as a punishment

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the student.

The manager should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the student involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of an appropriate behaviour support plan. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Student Restraint Report Form.

A copy should be filed in the child's appropriate file and in a central file in order to inform individual and school risk assessments.

A member of the staff will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

Schools/ACE referring agency will complete a 'Student Risk Assessment' prior to the student attending Evolve.

If we become aware that a student is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action we might need to take
- Briefing of staff to ensure they know exactly what action they should be taking

To minimise any allegations against teachers and support staff that relate to incidents involving the physical restraint of students:

- Staff will be trained in the use of physical restraint;
- All staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;
- Training will be recurrent, with annual updates at a minimum.

- Training will also include certification in First Aid
- Where the allegation relates to the use of reasonable force to restrain a student, the centre manager will deal with the matter. An allegation of assault beyond the use of reasonable force will be dealt with in accordance with the local Keeping Children Safe 2021.

Complaints Procedure

The aim of this procedure is to allow the swift resolution of any concerns from all parties concerned, whilst ensuring that a full and fair investigation is carried out.

The procedure will address all the points at issue and provide an effective response and appropriate redress, where necessary.

Stage one: complaint heard by Staff Member

The member of staff will:

Ensure manager is informed of the outcome. If the complainant has difficulty discussing the complaint with a particular member of staff, then the complainant can be referred to the Centre Manager. Where the complaint concerns the Manager, the complainant can be referred to the Directors. Similarly, if a member of staff feels too compromised to deal with a complaint, the complainant can be referred to the Centre Manager.

The ability to consider the complaint objectively and impartially is crucial. Staff must ensure that the complaints form has been fully completed when dealing with a complaint.

Stage Two: Complaint taken to the Manager

The Manager may delegate the task of collating the information to another staff member but not the decision on the action to be taken.

The Manager will:

- Investigate the complaint.
- Discuss the complaint with complainant and resolve it.
- Ensure the Board of Directors are informed of the outcome.

Stage Three: Complaint taken to the Directors

The complainant needs to write to the Directors giving details of the complaint if the matter has not been resolved. The Board of Directors may delegate the task of collating the information to another staff member but not the decision on the action to be taken.

The Directors will:

- Respond in writing giving a decision within 15 working days.
- Explain in the letter if there are any rights of appeal and to whom they need to be addressed.

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints; however, a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

Monitoring and Evaluation of policy.

This policy will be monitored through, internal audits and staff and parental feedback.

Evolve Learning Centre will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

Evolve Learning Centre Complaint Form

Please complete and return to the manager who will acknowledge receipt and explain what action will be taken.

Your Name:

Students Name:

Your relationship to the student:

Address:

Postcode:

Day time telephone number:

Evening telephone number:

Please give details of your complaint: What action, if any, have you already taken to try and resolve your complaint (Who did you speak to and what was the response?)

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

For Official use only

Date acknowledgement sent: By whom:

Complaint referred to:

Date:

Supervision Policy

This policy applies to all students and is designed to ensure the safety of all students in our care.

Students can join us from 09.30 for breakfast club and are expected to leave at 2.00pm each day unless otherwise organised by parents/ carers. Evolve is responsible to always supervise students during this time frame.

No student may leave the premises unless accompanied by the adult responsible for the child.

No student should be sent off-site on a personal errand on behalf of a member of staff.

If a student is taken ill during the course of the day his/her parents / carers should be contacted.

Parental contact details are to be located in the office.

The decision to send a child home should be made by the manager.

If a student is injured while on the premises it is important that the details are recorded in the Accident Report file.

Registration

We take a register of students at the start of the morning and afternoon sessions. Parents are responsible for notifying the centre if their child is absent for any reason.

The centre will always contact the parent if a child fails to arrive without an explanation.

Medical support

Several members of the teaching staff and non-teaching staff, who are trained and qualified as First Aiders are able to give emergency first aid.

Staff Induction

All new members of the staff receive an induction into the centre's expectations and appropriate levels of student supervision. The staff handbook provides initial literature for discussion and questions. Meetings with new staff are regular (Induction Checklist) until the individual feels comfortable with their new environment and understands what is expected of them.

Monitoring and Evaluation of policy.

Evolve Learning Centre will review this procedure annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.