

**Behaviour and Discipline Policy Guidance**

**to support school leaders in writing their own school behaviour and discipline policy**

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**Produced by Solihull Education Improvement Service**

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**Behaviour and Discipline Policy Guidance to support school leaders in writing their own school behaviour and discipline policy**

This policy has been developed to provide a framework which enables schools to manage pupils’ behaviours in a way that is fair, reasonable and proportionate. It provides an approach to enable the Head teacher / school leaders to act in a consistent way but in taking decisions and action, have regard to the individual circumstances and merits of each case. It is important that we strike a balance between the need to address inappropriate behaviour with offering support and direction to change one’s behaviour.

# Rationale

* Teachers have power to take action, which may include taking disciplinary action against pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
* The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
* Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
* Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.
* Provide an overview of and explain powers that members of staff have to discipline pupils.

# Purpose

* Promote good behaviour, self-discipline and respect between pupils, teaching staff, other school employees and visitors.
* Prevent bullying and criminal behaviours or acts.
* Ensure pupils complete assigned work.
* Regulate the conduct of pupils.

This document provides policy guidance to support school leaders in writing their behaviour policies. It draws on the DfE 2016 behaviour guidance for headteachers.

[www.gov.uk/government/publications/behaviour-and-discipline-in-schools](http://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)

This policy must be published on the school website for maintained schools, and is good practice to do so for academies.

# Aims

## Maintained Schools

1. The headteacher must set out measures in the behaviour policy which aim to:
   * promote good behaviour, self-discipline and respect;
   * prevent bullying and criminal behaviours or acts;
   * ensure that pupils complete assigned work; and
   * regulate the conduct of pupils.1

1 Section 89 (1) of the Education and Inspections Act 2006

1. When deciding what these measures should be, the headteacher must take account of the governing body’s statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
   * screening and searching pupils;
   * the power to use reasonable force and other physical contact;
   * the power to discipline beyond the school gate; when to work with and seek the support of other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
   * pastoral care for staff accused of misconduct.
2. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
3. Teachers’ powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
4. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
5. The school’s behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Academy Schools **3**

3 This section also applies to independent schools

1. The proprietor of an Academy school is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented 4. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented.5. Information about the school’s behaviour policy must be made available to parents on request.
2. While Academies are not required by law to publish their behaviour policy on their website, it is good practice to do so.
3. Parental engagement. Now that the Deregulation Act 2015, Schedule 16 paragraph 2 has commenced (January 2016) schools will no longer have a statutory obligation to have in place home school agreements. Home-school relations are important but schools can determine how best to foster these relationships. If schools choose they can have voluntary home school agreements.

# Teachers’ Powers

**Key Points**

* Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
* The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
* Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
* Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
* Teachers have a power to impose detention outside school hours.
* Teachers can confiscate pupils’ property.
* Disciplinary action will be taken against pupils found to have made malicious allegations against school staff.

# Eleven Key Aspects

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition;
10. Organisation and facilities; and
11. Early Help.

# Equality Act 2010

Refer to schools’ Legal Duties under the Equality Act 2010 in respect of safeguarding, protected characteristics and in respect of pupils with SEN. (Further guidance is available in the safeguarding policy [www.solgid.org.uk/safeguarding](http://www.solgid.org.uk/safeguarding))

# Addressing poor behaviour

**What the law allows:**

1. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
2. To be lawful, the punishment (including detentions) must satisfy the following three conditions:
   * 1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
     2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
     3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equality and human rights) and it must be reasonable in all the circumstances.
3. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.
4. The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
5. Corporal punishment is illegal in all circumstances.
6. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary (this includes seeking advice, guidance and support from the police in the case of criminal behaviour, and the youth offending service as required).

# Behaviour and Sanctions

1. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils, parents and volunteers should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.
2. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
3. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school’s behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.
4. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. These should be recorded using the school system, (sample form provided in [APPENDIX A](#_APPENDIX_A), or school may use an electronic system such as SIMS to record). Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

* A verbal reprimand.
* Extra work or repeating unsatisfactory work until it meets the required standard.
* The setting of written tasks as punishments, such as writing lines or an essay.
* Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
* Missing break time.
* Detention including during lunch time, after school and at weekends.
* School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
* Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
* In more extreme cases schools may use temporary or permanent exclusion.
* Where a crime has been committed the police must be informed, this includes serious violent incidents.

# Exclusions

Exclusions should be administered in line with local and national guidance on exclusions:

Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion (DfE, 2012) <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf>

SMBC Exclusions Documents <https://extranet.solgrid.org.uk/management/exclusions/Shared%20Documents/Forms/AllItems.aspx>

School leaders should ensure clear oversight and analysis on both fixed and permanent exclusions, and be mindful of the Equality Act (2010), particularly:

* repeated use of fixed term exclusion
* pupil groups disproportionately excluded

# Early Help

1. **Early help is a way of supporting children, young people and their families to avoid problems, or to deal with them before they get worse. In the context of this policy, early help to support children and young people with behaviour concerns will take on a range of forms. Everyone has a role to play in providing early help. Solihull LSCB thresholds document defines early help at level 1 (universal services), level 2 (with one other agency) and at level 3 (multi-agency). Early help pathways for challenging behaviour, gangs and knife crime, drugs and alcohol , anti-bullying including cyber-bullying and teenage relationship abuse are provided in the** [APPENDICES C](#_APPENDIX_C)**,** [D](#_APPENDIX_D)**,** [E](#_APPENDIX_E)**,** [F](#_APPENDIX_F)**,** [G](#_APPENDIX_G) **and** [H](#_APPENDIX_H)**. Further pathways can be found in the designated safeguarding lead handbook** [www.solgid.org.uk/safeguarding](http://www.solgid.org.uk/safeguarding) . [APPENDIX B](#_APPENDIX_B) provides a template to support leaders in ensuring oversight of early help and the threshold of need using the Solihull LSCB multi agency thresholds document [www.solgrid.org.uk/wp.../**Solihull**-**LSCB**-**Thresholds**-guidance-September-2016](http://www.solgrid.org.uk/wp.../Solihull-LSCB-Thresholds-guidance-September-2016)

# Engage

Solihull’s Engage Service provides integrated support to children, young people and their families.  The service is there to offer practical advice, support and direct case work to prevent issues escalating and requiring statutory intervention. This service brings together direct work, community provision and community capacity building across five collaboratives in a needs-led, flexible and coordinated approach. The model has been developed to ensure long term sustainability and community empowerment, with an aim for families to be helped at the earliest point, improving children and young people’s life chances and reducing demand for crisis services. <http://socialsolihull.org.uk/earlyhelp/>

# Youth Offending and Prevention Service

Solihull’s Youth Offending and Prevention Service (YOPS) provide a service to young people at risk of offending and for young people who have offended and are in receipt of an order.

The service offers preventative support as part of their early help offer. The service provides support to young people at risk of offending through one to one work and or group work that includes:

* Crime prevention programme
* The criminal justice process
* Weapons and knife crime programme (in conjunction with the police)
* Police Powers – Stop and Search (in conjunction with the police)
* Hate Crimes
* Consequential thinking
* Driving Offences

Referrals for one to one preventative support can be made by any person in any agency, including parents, carers and young people. Criminogenic factors must be apparent when requesting support and consent must be gained prior to making a request. If there are no criminogenic factors present then support can still be accessed via the Engage team. The referral criteria for support is as follows:

**Young people between the ages of 8 and 17**

*who*

* are already offending but who have not been arrested or charged

*or*

* are engaging in anti-social behaviour

*and*

* known to one or more agencies

*and*

are exposed to four or more of the following risk factors:

* living in a deprived household
* inconsistent parental supervision
* parents/carers failed to show care
* difficulties with educational provision
* not using leisure time constructively
* associating with pro-criminal peers
* engaged in reckless activities
* impulsive
* easily bored
* lacks understanding of the consequences of own actions

Parent/carers or agencies are required to complete the YOPS referral form  
([APPENDIX I](#_APPENDIX_I)).

The referral form will then need to be sent to [SolihullYOS@solihull.gcsx.gov.uk](mailto:SolihullYOS@solihull.gcsx.gov.uk).

Upon receipt the referral will be screened for suitability and the referrer will be contacted within 5 working days to inform them of the outcome of the referral. Prior to the case being accepted it may be necessary for further checks to undertaken, in which case the referrer will be contacted.

# Police School Liaison Officers (SLO)

All schools should know their local police team and will have a local police officers allocated to them. Paying consideration to the fact that children and young people in need of early help often have direct or family contact with the police, school staff may wish to consider information sharing with their local School Liaison Officer (SLO) in order to support any referral into services or support the school in managing behaviour. If schools are not aware of who their local officer is they may contact the Solihull Police Partnership Team for contact details on [partnerships@west-midlands.pnn.police.uk](mailto:partnerships@west-midlands.pnn.police.uk)

# Hate Crime

Hate crime is defined as any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a personal characteristic.

If the action is possibly not a criminal offense, but otherwise meets the hate crime definition, it is referred to as a ‘hate incident’.

Traditionally the focus has been on race motivated hate crime but over recent years has broadened to include:

* + disability
  + sexual orientation
  + faith
  + gender identity
  + age

Guidance to support the delivery of the personal, social, health and economic curriculum in educating against hate can be found at <http://educateagainsthate.com/>

Although the reporting of a crime must occur via the above, schools should consider informing their local School Liaison officer should support need to be offered to victims, staff or the school.

If victims of a hate crime do not feel able to report to the police they should be encouraged to report the crime anonymously through the True Vision website here <http://report-it.org.uk/home>

# Restorative Practices

Restorative practice is an approach commonly used within criminal justice system, known as restorative justice, to repair the harm caused between an offender and victim that empowers the victim to have a voice. The approach enables victims to highlight the harm caused by the perpetrator and discuss with them the impact the harm has had on them and their nearest. A restorative approach creates an ethos of respect and accountability and is based on the belief that the people directly involved in the problem are best placed to resolve it and more importantly, that imposed solutions are less effective than those agreed by the parties involved. This discussion can be facilitated through a range of methods including, through correspondence such as letters or emails, shuttle mediation and/or face to face mediation, to name a few.

In schools, restorative approaches can be used as a tool to manage conflict resolution that can be as simple as a restorative conversation or discussion, an adaptation of circle time or problem solving groups as well as the more formal restorative conferences, family group conferencing and mediation that we often hear more about.

The [Restorative Justice Council](https://www.restorativejustice.org.uk/restorative-practice-schools) sites many advantages of schools implementing restorative practices including increase in attendance, reduction bullying, reduced exclusions and increased achievement, in addition to reduction in incidents of anti-social behaviour. This is supported by the findings from the Youth Justice Board funded restorative Justice in Schools projects which noted improvements in students’ attitudes in schools as measured by self report survey in nine YOT areas in England and Wales. School staff also believed restorative justice helped improve the school.

To ensure the success of implementing restorative practices in schools the school must ensure they adopt a whole school approach where by the entire school accepts and supports the principles of restorative practice. This means that teachers, governors, staff and pupils all take part and work to provide teacher and pupil satisfaction, improved communication and co-operation and often increased academic progress.

Restorative approaches and practices in schools generally comprise of:

* Regular class and staff circles for community building and problem solving
* Whole school conflict resolution programmes
* Peer mediation for pupils and teachers
* Restorative language used by all adults
* Restorative meetings (mediation and conferencing) to resolve challenging issues

If you wish to seek advice and support on how your school can become a Restorative school you can contact *Police Inspector Allan Green on* [a.j.green@west-midlands.pnn.police.uk](mailto:Allan%20Green%20%3ca.j.green@west-midlands.pnn.police.uk%3e) or 101 Ext. 892 6046. Secondary Schools can also access information through Police and School Panels.

All police School Liaison Officers (SLO) are trained to conduct restorative conferences. If a school is conducting a conference which involves criminality or persistent anti-social behaviour the school should consider informing their SLO who may be able to assist.

# Pupils’ conduct outside the school gates – teachers’ powers

**What the law allows:**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”7 – Section 90 of the Education and Inspections Act 2006. – see paragraph 9

Maintained schools and academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Any criminal behaviour should be reported to the police.

Subject to the behaviour policy, teachers may discipline pupils for:

* misbehaviour when the pupil is:
* taking part in any school-organised or school-related activity; or
* travelling to or from school; or
* wearing school uniform; or
* in some other way identifiable as a pupil at the school.
* or misbehaviour at any time, whether or not the conditions above apply, that:
* could have repercussions for the orderly running of the school or
* poses a threat to another pupil or member of the public or
* could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

# Detention

**What the law allows:**

Teachers have a power to issue detention to pupils (aged under 18).

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

* 1. any school day where the pupil does not have permission to be absent;
  2. weekends - except the weekend preceding or following the half term break; and
  3. non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

## Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

## Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child’s safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

* Whether the detention is likely to put the pupil at risk.
  + Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
  + Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
  + Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

# Confiscation of inappropriate items

Detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in “Screening, Searching and Confiscation – advice for head teacher, staff and governing bodies” <https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

8 Section 94 of the Education and Inspections Act 2006

9 Section 550ZA(3) of the Education Act 1996

**What the law allows:**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

* + 1. The **general power to discipline** (as outlined in key points on page 4 of this document) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any confiscated items provided they have acted lawfully 8. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
    2. **Power to search without consent** for “prohibited items” 9 including:
* knives and weapons
* alcohol
* illegal drugs
* stolen items
* tobacco and cigarette papers
* fireworks
* pornographic images
* any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
* any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

School staff should be aware that viewing and forwarding pornographic material of any child under 18 years constitutes an offence. If there is a suggestion that images of a child exist on a device, the device should be seized by school staff, securely stored and the incident and presence of the images should be reported to the police immediately on 101.Staff should not tamper in any way with the device, including turning it on or off.

# Power to use reasonable force

Specific advice is available in “Use of Reasonable Force – advice for school leaders, staff and governing bodies” <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

# Seclusion/isolation rooms/internal exclusion

Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

# Leadership and Management of Behaviour in Education

Effective leadership and management of behaviour is crucial in securing an orderly and well-behaved school. Leaders need to ensure:

* there are clear systems in place which are rigorously adhered to and consistently applied.
* all staff are fully briefed on the behaviour policy and what it means in practice.
* staff know who to go to if they need support, and how to escalate a behaviour concern within the organisation if it is not being addressed.
* all pupils and their parents need to know about the behaviour policy, particularly rewards and sanctions, including exclusion.
* clear oversight of all behaviour incidents, through effective analysis and evaluation, monitoring of systems and processes; all part of school self- evaluation processes, and reported to governors
* work closely with the designated safeguarding lead, the special educational needs lead and the attendance lead as required to ensure a whole child overview is maintained, and consistency in support and planning
* liaise with other agencies including mental health, youth inclusion support service, as required
* early help is provided to support pupils with behaviour difficulties, and that there is clear oversight of this work, within the Solihull multi-agency threshold criteria, so that there is no drift and delay, and interventions are timely and effective
* the police are contacted in the event of a crime being committed, including serious violent incidents
* appropriate risk assessments are put in place following any violent incident to ensure the safety and well-being of staff and pupils

We also need to be mindful of the need to protect the well-being of teachers and non-teaching staff, and provide support, advice and guidance to them when they are involved in a behaviour incident which they find stressful, upsetting, or have been injured. By ensuring clear management oversight of work by senior leaders, we will ensure staff appropriate support in relation to their work.

We will further support staff as necessary, by providing an opportunity to talk through their anxieties with their line manager or other appropriate member of staff, and to seek further support as appropriate. This could include:

* Work related stress risk assessment undertaken by the line manager. The Solihull MBC health and safety team can support in the creation of a work related stress risk assessment.
* Access to the Employee Assistance Programme - CIC 0800 085 1376, [assist@cic-eap.co.uk](mailto:assist@cic-eap.co.uk), well-online.co.uk - username: sbclogin Password: wellbeing
* Referral to Occupational Health for one-to-one counselling.

In the event of a violent incident the violence and aggression at work policy <http://intranet/Coredocs/Healthandsafety/PoliciesGuidance.aspx> and risk assessment should be followed.

# Associated Resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government’s former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
7. An Independent Review of Behaviour in Schools by the DfE’s behaviour ‘expert’, Tom Bennett <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf>
8. DfE report about behaviour management case studies in outstanding schools <https://www.gov.uk/government/publications/school-behaviour-management-case-studies-report>

# Legislative links

* Education Act 1996
* School Standards and Framework Act 1998
* Education Act 2002
* Education and Inspections Act 2006
* School Information (England) Regulations 2008
* Equality Act 2010
* The Education (Independent School Standards) (Amended) (England) Regulations 2014
* Education Act 2011
* Schools (Specification and Disposal of Articles) Regulations 2012
* The School Behaviour (Determination and Publicising of Measures in Academies) Regulations

# APPENDIX A

## Behaviour Concern Form

|  |  |
| --- | --- |
| **Name of Education Provider:** …………………… ……………………………………………… | |
| **Name of Pupil:** ………………………………………..…. | **Year Group/Form** …………………. |
| **Nature of Behaviour Concern/Incident** | |
| **Location of Incident:** | |
| **Witnesses (pupils/staff/others)** | |
| **Action Taken:** | |
| **Notified Behaviour Lead** | |

# APPENDIX B

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Behaviour Early Help and Statutory Intervention Overview | | | | |
| **Name of Education Provider**: …………………………………………………………………….. | | | | |
| **Pupil Name** | **Nature of Behaviour Concern** | **Threshold of Need** | **Intervention** | **Impact** |
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# **APPENDIX C**

## **Challenging Behaviour**

Challenging behaviour is defined as:

“Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of community facilities” (Emerson, 1987).

In the first instance, schools should be guided by their behaviour policy which should be in line with the DfE document Behaviour and Discipline in Schools <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Safer Working Practices, 2015 (Safer Recruitment Consortium) identifies the following advice:

* Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate.
* Senior managers should ensure that the establishment’s behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil’s human rights and/or false imprisonment.
* Where the school or setting judges that a child’s behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.
* In all cases where physical intervention has taken place, it would be good practice to record the incident and subsequent actions and report these to a manager and the child’s parents.
* Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.

The following publications may also provide useful information:

* Local offer SEMH team <http://socialsolihull.org.uk/localoffer/education-health-and-care-assessments-process-and-plans/the-threshold-levels-for-ehc-assessment/levels-of-support-and-intervention-social-emotional-and-mental-health-difficulties/>
* Schools may wish to consider staff undertaking Team-Teach training. Team-Teach promotes the use of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

<http://www.team-teach.co.uk/>

* DfE Use of Reasonable Force <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf>
* DfE nurture groups:  
  <https://www.gov.uk/government/publications/supporting-children-with-challenging-behaviour>
* Salford Local Safeguarding Children Board has produced a policy that schools may find helpful: <http://www.partnersinsalford.org/sscb/documents/Challenging_Behaviour_Strategy_May_2014.pdf>
* A handbook for primary school teachers <http://learning.gov.wales/docs/learningwales/publications/140822-behaviour-management-handbook-for-primary-schools-en.pdf>
* Disability and challenging behaviour:

<https://www.mencap.org.uk/learning-disability-explained/conditions/challenging-behaviour>

* Supporting parents whose children display challenging: behaviour: <http://www.scope.org.uk/Support/Parents/Behaviour/What-is-challenging-behaviour>

<http://www.familylives.org.uk/advice/primary/behaviour/challenging-behaviour/>

<http://www.youngminds.org.uk/for_parents/worried_about_your_child/behaviour_problems?gclid=CPSKgJ-SkscCFZCWtAodfqIKHQ>

* Mental health and behaviour in schools: Dfe advice for school staff

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

* Violence and Aggression at Work – Solihull MBC *’*<http://intranet/Coredocs/HealthandSafety/PoliciesGuidance.aspx>

# APPENDIX D

## Gangs and youth violence

The vast majority of young people are not involved in gangs, guns, knife crime or acts of violence and want nothing to do with them. However, the behaviour of the small number of young people who are involved has a significant impact on communities, on their families and associates, as well as themselves.

Preventing violence in schools and colleges can require a mix of universal, targeted or specialist interventions. School and college leaders should be able to:

* develop skills and knowledge to resolve conflict as part of the curriculum;
* challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
* understand risks for specific groups, including those that are gender-based, and target interventions;
* safeguard, and specifically organise child protection, when needed;
* carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
* work with local partners to prevent anti-social behaviour or crime.

Preventing youth violence and gang involvement: Practical advice for schools and colleges, Home Office

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf>

**Potential School Support**

Following the notification or disclosure of actual involvement in gangs and/or violence by a young person to an adult in school, the following actions should be considered:

* School staff will need to follow the procedures outlined in their Child Protection/Safeguarding Policies and discuss concerns with the designated member of staff for child protection.
* Consult [Solihull LSCB](http://solihulllscb.proceduresonline.com/chapters/p_sg_ch_affect_gang.html) guidance for practitioners across the children’s workforce to help them understand the nature of the risk that gang activity poses to children both through participation in and as victims of gang violence, how signs of gang involvement may manifest themselves and how to deal with such issues. <http://solihulllscb.proceduresonline.com/chapters/p_sg_ch_affect_gang.html>
* Funded and supported by the [Home Office](https://www.gov.uk/government/publications/nspcc-gangs-service-support-materials), the NSPCC is providing a 24-hour helpline (0800 800 500) to help parents, carers or any other adult worried about a child or young person at risk from gang-related activity. This includes children and young people who are not themselves in a gang, but may be at risk of being targeted by gang members. <https://www.gov.uk/government/publications/nspcc-gangs-service-support-materials>
* [Searching, screening and confiscation: advice for schools](https://www.gov.uk/government/publications/searching-screening-and-confiscation) - DfE advice explaining the powers schools have to screen and search pupils and to confiscate items may be of pertinence where pupils are suspected of possessing items that may compromise their safety of that of others. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
* Informing the local police School Liaison officer so that information may be shared and joint action taken as appropriate.
* <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

# APPENDIX E

## Weapons and Knives within Schools

As young people develop into maturity they naturally experiment with their behaviour and test boundaries. The younger they are the less capacity they will have for restraining themselves, resisting temptation or resisting peer pressure.

None of this excuses poor or criminal behaviour. It actually increases the need to intervene as early as possible, to show that actions have consequences, and that harm is being caused.

Police and partner intervention should assist in one or more of the following ways:

* Confront young people with the consequences of offending
* Help young people to develop a sense of personal responsibility
* Manage risk to young people within the community
* Reinforce the serious nature of weapon-related crime
* Strengthen factors that reduce the risk of re-offending
* Encourage reparation
* Encourage the restoration of relationships of trust
* Define, agree and reinforce the responsibilities of parents

**West Midlands Police will be firm, fair and consistent with young people involved in crime.** The principal aim of the youth justice system is to prevent and reduce offending by children and young people. To this end, we have agreed to make most decisions on offence resolution for young people in partnership with Youth Offending Services whose experience and skills will be fully utilised. We believe that more time and effort invested in dealing with offending behaviour at this early stage will better serve our communities over the longer term.

## Incident Reporting

**Where an immediate police response to an incident at the school is required, dial 999.**

For example: a student has been detained in possession of a knife on school premises and poses, or is likely to pose, a risk of:

1. Danger to life.

2. Use or immediate threat of use, of violence.

3. Serious injury to a person.

4. Serious damage to property.

**When there isn’t such an immediate risk, schools should report incidents to the police non-emergency number by dialling 101.**

For example, a student has been searched and found to be in possession of a knife which has been seized, and the student does not pose any further risk as detailed above.

Due to the serious nature of weapons possession and potential consequences, contact should be prompt in order that future risk is managed and behaviour confronted.

When reporting incidents of weapons possession to 101, schools should always request and record the incident log reference number. This will facilitate further contact in relation to the incident.

Schools are asked to retain the weapon in a safe place until police attend and seize the weapon for evidential purposes. Once it is established that a weapon is unlawful, a crime record will be created and a proportionate investigation will ensue.

## Law and Definitions

Possession of a weapon is a criminal offence. The law provides the police and schools with specific powers to deal with incidents involving weapons.

## Possession of an Offensive Weapon on School Premises

**Section 139A of the Criminal Justice Act 1988 creates the offence of possessing an article with a blade or sharp point or an offensive weapon on school premises.**

**Offences**

* Section 1 of the Prevention of Crime Act 1953 prohibits the possession in any public place of an offensive weapon without lawful authority or excuse.
* Section 139 of the Criminal Justice Act 1988 prohibits having with you, in a public place any article which has a blade or is sharply pointed, (including a folding pocket knife if the cutting edge of its blade exceeds 7.62cm/3 inches)
* **139A(1) Any person who has an article to which section 139 of this Act applies with him on school premises shall be guilty of an offence.**
* **139A(2) Any person who has an offensive weapon within the meaning of section 1 of the Prevention of Crime Act 1953 with him on school premises shall be guilty of an offence.**

## Meaning of Offensive Weapon

***Any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him, or by some other person.***

The meaning of offensive weapon can be broken down into two categories:

1. Those that are offensive per se, that is, those either made (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and
2. Weapons not so made or adapted (e.g. kitchen knife, spanner, hammer) but intended by the person having it with him for causing injury to the person.

## Defences

* 139A(3) It shall be a defence for a person charged with an offence under subsection (1) or (2) above to prove that he had **good reason or lawful authority** for having the article or weapon with him on the premises in question.
* 139A(4) Without prejudice to the generality of subsection (3) above, it shall be a defence for a person charged with an offence under subsection (1) or (2) above to prove that he had the article or weapon in question with him:

1. for use at work,
2. for educational purposes,
3. for religious reasons, or
4. as part of any national costume.

## Meaning of school premises

139A(6) In this section and section 139B, "school premises" means land used for the purposes of a school excluding any land occupied solely as a dwelling by a person employed at the school; and "school" has the meaning given by section 4 of the Education Act 1996.

**Notes:**

1. *These offences can be committed at* ***any time*** *of the day, not merely during normal school hours, as long as the land is normally used as school premises(e.g. for the normal academic year). The creation of these offences was intended to cover a gap in the law where such weapons are carried on school premises which are not public places because many schools do not allow access to the general public outside school hours.*
2. *However, the wording of section 139A above is such that the offences could be committed on school premises even when the public do have access (e.g. a youth has a 10cm (4 inch) long knife at a public car boot sale being held on school playing fields on a Bank Holiday Monday). There is, therefore, some overlap with the older legislation concerning the possession of offensive weapons and sharp blades in public.*
3. *There is a specific police power to enter and search school premises in connection with an offence under this section.*

## BB Guns (Plastic Pellet Guns)

The possession of these types of guns under legislation is not an offence as they are deemed to be toys.

However, if from a school’s perspective they breach school rules, they could be seized and retained under the Education Act.

If an item is found which is suspected to be a gun, and it cannot be ascertained whether it is a genuine firearm or a BB gun, it should always be treated as a firearm and the police called to make that decision.

Possession of these items becomes an offence when a person is misled into believing they are genuine firearms in order to provoke fear; the BB gun may then be classed as an imitation firearm. Circumstances giving rise to this belief may include use:

1. in connection with a robbery
2. to threaten someone
3. as a weapon to assault someone, e.g. pellet injures

## Possession of a Taser (Stun Gun)

Classed as firearms, TASERs discharge a high level of voltage designed to incapacitate a person; any possession of such items is a serious offence and should be reported to the police. Disguise or concealment of a TASER as another item e.g. mobile phone, is considered a serious aggravating factor. TASERs may be designed to look like torches or mobile phones, but will usually feature metal prongs which are fired to penetrate the skin and discharge an electrical current via fine filaments. Stun guns use metal electrodes to deliver shocks via direct contact.

## Education Act 1996 – Power of Search Supplementary (Authorisation/Conditions)

**Section 550ZB of the Education Act 1996 sets out the conditions before a search can be carried out on a pupil or their possessions under section 550ZA. Detail on this Act is found elsewhere in this guidance.**

**Curriculum (Universal provision through planned PSHE)**

* High quality PSHE which includes appropriate learning around peaceful conflict resolution, anti-bullying, rights, responsibilities, the law, drugs & alcohol.
* Opportunities within a range of curriculum areas to explore risk, risky behaviour and why such behaviour might occur e.g. literacy texts, drama.
* Opportunities to learn about and develop ‘protective behaviours’ i.e. listening to what your body is telling you when something feels wrong, no problem is too big, small or awful to be shared with a trusted adult.
* Healthy Schools Islington have produced a teaching resource aimed at year 6 children entitled [Keeping Safe Out and About](http://www.healthyschoolslondon.org.uk/sites/default/files/Y6%20keeping%20safe%20out%20and%20about.pdf). The lesson plans have been written teachers in primary schools who want to teach about the risks of participating in anti-social behaviour, gangs and gang related behaviour and keeping safe in the local area. <http://www.healthyschoolslondon.org.uk/sites/default/files/Y6%20keeping%20safe%20out%20and%20about.pdf>
* [True Tube](https://www.truetube.co.uk/keywords/knife-crime) provides videos, lesson plans and assemblies for RE, PSHE and Citizenship for key stages 3 & 4. These include materials that will support schools in addressing the issue of guns, gangs and knife crime. <https://www.truetube.co.uk/keywords/knife-crime>
* Safe: Risks and choices out and about provides a series of lessons linked to personal safety, risky behaviour and violent crime for secondary age pupils. <http://www.benkinsella.org.uk/search?q=out+and+about>
* BBC Learning have produced a classroom clip that includes an actual news report that was broadcast, scenes from the BBC Three drama, [My Murder](http://www.bbc.co.uk/schools/pshe_and_citizenship/mymurder/). As well as the clip, the website contains teaching ideas and key questions to deliver PSHE lessons for students from 14 years old upwards. <http://www.bbc.co.uk/schools/pshe_and_citizenship/mymurder/>
* The Values Versus Violence programme produced by the Dot Com Children’s Foundation has been developed to provide children with an awareness of risk and risk management including issues around bullying and crime and disorder. <http://webfronter.com/croydon/bulletin/other/DOTCOM.pdf>
* Triple V (Values Versus Violence) is Dot Com Children’s Foundation’s resource for secondary schools. The VVV resources aim to empower young people by helping them to develop positive behaviours and learn how to keep themselves and their friends safe. This includes opportunities to discuss criminal behaviour and victimisation in a safe environment and, as a result, they lead to changes in behaviour. The Watch Over Me series is a broadcast-quality “soap opera” which engages young people and helps them create their own strategies for dealing with risk. It is a classroom tool which stimulates discussion and helps pupils feel safe enough to talk about the most challenging issues which affect personal safety. <http://vvvuk.com/watch-over-me/>

## Involving other agencies and signposting

**Crimestoppers**

Free, confidential service where you can report information about a crime anonymously. Freephone: 0800 555 111. Web: <https://crimestoppers-uk.org/>

Or via True Vision <http://www.report-it.org.uk/home>

**Support for Parents**

[Advice to parents and carers on gangs](https://www.gov.uk/government/publications/advice-to-parents-and-carers-on-gangs) - This leaflet from the Home Office provides advice to help parents/carers stop their children from being involved in gangs. <https://www.gov.uk/government/publications/advice-to-parents-and-carers-on-gangs>

No Knives Better Lives is a national initiative which works with local organisations to provide information and support. The campaign aims to raise awareness of the consequences of carrying a knife and provides information on local activities and opportunities for young people.

<http://noknivesbetterlives.com/parents/having-the-conversation/>

**Support for Young People**

**No Knives for Better Lives**

No Knives Better Lives is a national initiative which works with local organisations to provide information and support. The campaign aims to raise awareness of the consequences of carrying a knife and provides information on local activities and opportunities for young people.

<http://noknivesbetterlives.com/young-people/>

**TheSite**

TheSite.org is an online guide providing non-judgmental support and information, including gangs and carrying weapons, for 16-25 year-olds in the UK

Web: <http://www.thesite.org/crime-and-safety/in-trouble/why-carry-a-weapon-9303.html>

**Childline**

Children and young people can access ChildLine confidentially in a range of ways including by calling 0800 1111.

<http://www.childline.org.uk/Talk/Pages/ContactingChildLine.aspx>

<https://www.childline.org.uk/Explore/CrimeLaw/Pages/Gangs.aspx>

# APPENDIX F

## Drugs and Alcohol (Pupils/Parents)

**What is drug/alcohol misuse?**

Solihull Local Safeguarding Board use the following definition of substance misuse in their Joint Services protocol re. Families and Children Affected by Substance Misuse:

*Substance misuse is the use of or dependence on a substance leading to social, psychological, physical or legal effects that are detrimental to the individual or others. Substance use includes prescribed and non-prescribed, legal and illegal substances including alcohol.*

<http://solihulllscb.proceduresonline.com/chapters/pr_drugs_alcohol.html>

Clearly both drug and alcohol this may have implications with regard to parenting capacity in adults and a range of concerning issues for children and young people.

The latest advice from Government is the 2012 [Department for Education and ACPO Drug Advice for Schools](https://www.gov.uk/government/publications/drugs-advice-for-schools). Schools are advised that as a minimum, there should be:

* early access to support for pupils with drug or alcohol issues (or affected by family use);
* a written drugs policy available to all staff; and
* a senior member of staff with responsibility for policy and liaising with the local police and support services.

It is also made clear that a school’s response to drugs and alcohol is most effective when:

* it is supported by the whole school community;
* drug education is part of a well-planned programme of PSHE education delivered in a supportive environment, where pupils are aware of the school rules, feel able to engage in open discussion and feel confident about asking for help if necessary; and
* staff have access to high quality training and support.

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

For further support with reviewing policy and developing effective practice please see Solihull’s Health and Wellbeing website: <http://www.solgrid.org.uk/wellbeing/pshe/drug-and-alcohol-education/>

**Potential school support**

Following the notification or disclosure of actual or suspected drug/alcohol misuse (own or that of parent/carer/friend) by a young person to an adult in school, the following actions should be considered:

* School follows its Managing Substance Related Incidents policy once drug/alcohol misuse is disclosed or discovered. School Behaviour (when considering sanctions) and Safeguarding (a MASH referral may be appropriate) policies may also be of relevance.
* Establish and implement a Pupil Support Plan if appropriate.
* School may identify children and young people who are potentially vulnerable to drug/alcohol misuse and plan targeted interventions addressing risk management skills and approaches.
* An Early Help Assessment may be appropriate for some children and young people in order to meet need.
* Contact with the local police School Liaison Officer who can offer support and share intelligence to support any intervention taken.
* Create a support plan with the parent/carer for action to be taken if that parent/carer arrives at school under the influence of drugs/alcohol.
* Staff awareness raising about the impact/signs/ways of supporting children & young people experiencing problematic drug/alcohol misuse.
* Training is offered to Solihull schools and information/links are published on the Health and Wellbeing in Solihull Schools website <http://www.solgrid.org.uk/wellbeing/>

**Curriculum (Universal provision through planned PSHE and Science)**

* High quality PSHE which includes appropriate learning around drugs and alcohol. (See [Mentor-Adepis](http://mentor-adepis.org/) for further support).
* Statutory elements of the [Science Curriculum](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/260388/MASTER_final_national_curriculum_11_9_13_2.pdf) in maintained schools covering how the impact of drugs and lifestyle on how the body functions. <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>
* Opportunities within a range of curriculum areas to explore risk, risky behaviour and why such behaviour might occur e.g. literacy texts.
* Opportunities to learn about and develop ‘protective behaviours’ i.e. listening to what your body is telling you when something feels wrong, no problem is too big, small or awful to be shared with a trusted adult.

**Involving other agencies and signposting**

**SIAS**

SIAS (Solihull Integrated Addiction Services) is a partnership of organisations - Welcome, The Bridge, Str8 Up, the Drug Intervention Programme (DIP) and Aquarius - which work closely together to offer easy access to support and treatment for anyone whose drug or alcohol use has become problematic and their families.

<https://sias-solihull.org.uk/>

**Support for Parents/Carers**

**Welcome**

Welcome is a registered charity and the access point for drug and alcohol treatment and support services in Solihull. They are a member of SIAS and work with families and carers as well as users of drugs and/or alcohol to help them take control of their lives.

15 Larch Croft, Chelmsley Wood, Solihull B37 7UR

Tel: 0121 678 4730

Web: [www.welcome-solihull.co.uk](http://www.welcome-solihull.co.uk)

**Smoking Cessation**

For support and advice on stopping smoking, contact Solihull’s smoking cessation service.

Tel: 0121 704 6000

Email [bhs-tr.solihullstopsmoking@nhs.net](mailto:bhs-tr.solihullstopsmoking@nhs.net)

Web: <http://solihull.mylifeportal.co.uk/stopsmoking/>

[Talking to Kids about Alcohol](http://www.alcoholeducationtrust.org/resources/parent%20guide.pdf): An informative, guide from the Alcohol Education Trust with tips and guidance on how to approach the issue of drinking with children and teenagers. <http://www.alcoholeducationtrust.org/wp-content/uploads/2014/10/parent-guide.pdf>

**Talk to Frank**

National drugs awareness site for young people and parents/carers

<http://www.talktofrank.com/>

**Drinkline**

Drinkline runs a free, confidential helpline for people who are concerned about their drinking, or someone else's.

Tel: 0800 917 8282

**Addaction**

A UK wide treatment agency, helping individuals, families and communities to manage the effects of drug and alcohol misuse

Web: [www.addaction.org.uk](http://www.addaction.org.uk)

**Al-Anon**

Al-Anon is worldwide and offers support and understanding to the families and friends of problem drinkers.

Confidential Helpline 0207 40 30 888 open 10 am - 10pm or visit [www.al-anonuk.org.uk](http://www.al-anonuk.org.uk)

**ADFAM**

Adfam provide information and advice for families of alcohol and drug users. The website has a list of local family support services.

T: 020 7553 7640

Web: [www.adfam.org.uk](http://www.adfam.org.uk)

**Alcohol Concern**

The national agency on alcohol misuse for England and Wales provides general information about alcohol, and can help put you in touch with your nearest alcohol advice centre.

Tel: 020 7928 7377

Web: [www.alcoholconcern.org.uk](http://www.alcoholconcern.org.uk)

**NHS Choices**

This site provides advice and information on alcohol and offers a database of support and treatment services

<http://www.nhs.uk/livewell/alcohol/Pages/Alcoholhome.aspx>

**Support for Children and Young People**

**Childline**

Support and advice for children and young people regarding their own drug/alcohol use and that of parents/carers.

<http://www.childline.org.uk/Explore/DamagingYourself/Pages/DamagingYourself.aspx>

<http://www.childline.org.uk/Explore/HomeFamilies/Pages/Parentsandalcohol.aspx>

**Talk to Frank**

National drugs awareness site for young people and parents/carers.

<http://www.talktofrank.com/>

**Drinkline**

Drinkline runs a free, confidential helpline for people who are concerned about their drinking, or someone else's.

Tel: 0800 917 8282

**National Association for Children of Alcoholics (NACOA)**

Information, advice and support to children of alcohol-dependent parents and people concerned with their welfare through a free and confidential telephone and email helpline.

Tel: 0800 358 3456

Email: [helpline@nacoa.org.uk](mailto:helpline@nacoa.org.uk)

Web: [www.nacoa.org.uk](http://www.nacoa.org.uk)

Drugscope [www.drugscope.org.uk](http://www.drugscope.org.uk) has a specific website for 11-14 year olds, which features fact files, games and videos.

## APPENDIX G

## Bullying including Cyberbullying

Bullying behaviours are unacceptable. Bullying undermines confidence and causes misery and distress. It can affect a child or young person’s attendance and progress at school. It can also have a detrimental impact on a child’s mental health. Fear, isolation, anxiety and diminished self-esteem can lead to self-harm, depression and suicidal thoughts or actions. Research has shown that children who are bullied and/or bully others are more likely to suffer from mental health issues.

The rise of cyberbullying is a frequent cause of emotional disturbance in children and young people. Cyberbullying is insidious; technology enables perpetrators to have the power to reach their targets 24 hours a day, 7 days a week.

There is growing evidence of the lasting impact of childhood bullying. A recent study by the Institute of Psychiatry at Kings College, London concluded that children who are bullied, particularly those who are frequently bullied, are at risk of a range of poor outcomes into adulthood and middle age.

Schools should be places of safety for all children and young people. There should be a culture of mutual respect and tolerance, supported by the school’s thoughtful approach to the promotion of British values. Bullying behaviours should be robustly challenged and those exhibiting such behaviours should be supported to understand the impact that their behaviour has on others.

In some cases bullying could constitute an offence and if they feel it is appropriate, schools should contact their police School Liaison Officer who can offer support and advice.

The Anti-Bullying Alliance has created a briefing for schools and professionals about bullying and the law: <https://www.anti-bullyingalliance.org.uk/>

**Potential School Action**

Following the notification or disclosure of bullying, the following actions should be considered:-

* Staff follow the school’s anti-bullying policy. All staff in schools should be aware of the school’s policy for preventing and tackling bullying which should be underpinned by the latest [Department for Education](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) advice and guidance for schools. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>. A model policy is available on Solihull’s health and wellbeing in schools website, which schools can adapt:  
  <http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/>
* Bullying is a safeguarding issue for schools. Staff should discuss specific concerns with the school’s designated safeguarding lead for child protection (DSL). Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’.
* Professionals should refer to Solihull Local Safeguarding Children Board ([LSCB](http://solihulllscb.proceduresonline.com/chapters/g_bullying.html)) procedures for guidance. The procedures also provide a useful reminder that some identified groups are particularly vulnerable to bullying: <http://solihulllscb.proceduresonline.com/chapters/g_bullying.html>
* The completion of an Early Help assessment may be appropriate for some children and young people in order to identify and meet needs.
* Referrals to CAMHS – Birmingham and Solihull NHS Foundation Trust (SOLAR) [www.bsmhft.nhs.uk/our-services/solar-youth-services/young-person](http://www.bsmhft.nhs.uk/our-services/solar-youth-services/young-person) may be required where there is a possible anxiety disorder / clinical depression

**Culture and Ethos**

Preventative work is crucial to ensure that the level of bullying incidents reduces and that, where bullying does occur, school responses are swift and consistent. A positive and supportive culture within the school, where relationships are characterised by mutual respect, will have a significant impact.

*Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.*

(Preventing and tackling bullying, DfE)

**Curriculum (Universal provision through planned PSHE)**

The school’s curriculum should ensure that all children and young people have a range of opportunities to learn and understand what bullying is, and that it is unacceptable.

The school’s PSHE curriculum should:-

* Have a strong focus on pupils learning to manage and take responsibility for their own feelings and behaviour, both in the online and offline worlds – understanding the impact that their behaviour has on others
* Focus on accessing help and support and talking to a range of trusted adults
* Incorporate the SEAL (Social and Emotional Aspects of Learning) unit ‘Say No to Bullying’ for primary aged children. Whole school assemblies support this learning across the school. <http://teachfind.com/search/apachesolr_search/SEAL%20say%20no%20to%20bullying>
* Focus on understanding difference and diversity. Resources and information that will support schools in addressing the issue of homophobia and homophobic bullying can be found at:  
  <http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/>
* Use scenarios and stories as distancing strategies to explore the sensitive issue of bullying in a depersonalised way. A range of story books focused on difference, acceptance and bullying can be found at: <http://www.booktrust.org.uk/books/children/booklists/127/>
* The Values Versus Violence programme produced by the Dot Com Children’s Foundation has been developed to provide children with an awareness of risk and risk management including issues around bullying and crime and disorder. <http://www.dotcomcf.org/wp-content/uploads/2016/07/Education-Information-Pack-June-2016.pdf>
* Triple V (Values Versus Violence) is Dot Com Children’s Foundation’s resource for secondary schools. The VVV resources aim to empower young people by helping them to develop positive behaviours and learn how to keep themselves and their friends safe. They provide opportunities to discuss criminal behaviour and victimisation in a safe environment and, as a result, they lead to changes in behaviour. The Watch Over Me series is a broadcast-quality “soap opera” which engages young people and helps them create their own strategies for dealing with risk. It is a classroom tool which stimulates discussion and helps pupils feel safe enough to talk about the most challenging issues which affect personal safety. <http://vvvuk.com/watch-over-me/>
* Digital Awareness UK and the Girl’s Day School Trust have developed resources to help teachers develop their pupils’ understanding of online safety – both physical safety and emotional well-being . Live My Digital is a series of 6 films for parents and 6 films for students on the following topics: Cyberbullying; The digital footprint; Identity and self-esteem; Relationships and grooming; Security and privacy; and Sexting.

<http://www.gdst.net/parents/live-my-digital>

**Involving other agencies and signposting**

Further advice and support for schools is available at: <http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/bullying/>

The Anti-Bullying Alliance (ABA) has resources focusing on a range of themes and are suitable for use with different age groups:

<https://www.anti-bullyingalliance.org.uk/>

The Anti-Bullying Alliance also provides schools with [assessment tools and surveys](http://www.anti-bullyingalliance.org.uk/resources/school-assessment-tools.aspx) about bullying.

The Anti-Bullying Alliance has produced effective practice guidance for schools about the sexual bullying of children and young people.  
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/what-sexual-bullying>

[ChildLine](http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_GEN_New_Grant_ChildLine_Bullying&utm_term=+mental_+bullying&gclid=CPXpyNOYn8ACFSXKtAodFXUA4w&gclsrc=aw.ds) provides information, help and support, in addition to the helpline: <http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_GEN_New_Grant_ChildLine_Bullying&utm_term=+mental_+bullying&gclid=CPXpyNOYn8ACFSXKtAodFXUA4w&gclsrc=aw.ds>

**Cyberbullying**

The Department for Education advice for schools can be accessed at: <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf>

Information and resources about [cyberbullying](http://www.anti-bullyingalliance.org.uk/resources/cyberbullying.aspx) have also been collated on the Anti-Bullying Alliance (ABA) website:  
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/cyberbullying-0/what-cyberbullying>

Childnet’s website incorporates cyberbullying pages: <http://www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/cyberbullying>

Resources to support learning for primary and secondary aged pupils are included.

NSPCC:  
<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

**Support for Parents**

**ChildLine:**  
<https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

**ABA** sources of advice for [parents and carers](http://www.anti-bullyingalliance.org.uk/advice/parents-carers.aspx) are available at:  
<https://www.anti-bullyingalliance.org.uk/search/node/parent%20advice>

[**Young Minds**](http://www.youngminds.org.uk/for_parents/worried_about_your_child/bullying?gclid=CJHpheeYn8ACFbPJtAodsEoABA) also has advice for parents who are worried about bullying: <http://www.youngminds.org.uk/for_parents/worried_about_your_child/bullying?gclid=CJHpheeYn8ACFbPJtAodsEoABA>

Digital Awareness UK and the Girl’s Day School Trust have developed resources to help teachers develop their pupils’ understanding of online safety – both physical safety and emotional wellbeing . Live My Digital is a series of 6 films for parents and 6 films for students on the following topics: Cyberbullying; The digital footprint; Identity and self-esteem; Relationships and grooming; Security and privacy; and Sexting. <http://www.gdst.net/parents/live-my-digital>

**Support for Children and Young People**

**ChildLine:**  
<https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

ABA sources of advice for [children and young people](http://www.anti-bullyingalliance.org.uk/advice.aspx) are available at:  
<http://www.anti-bullyingalliance.org.uk/advice/children-young-people/>

**Other useful Websites:**

[www.kidscape.org.uk](http://www.kidscape.org.uk/)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.kidpower.org](http://www.kidpower.org/)

# APPENDIX H

## Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former dating partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender dating relationship, in order to gain power and maintain control over the dating partner.

Research has shown that some teenagers have worryingly high levels of acceptance of abuse within relationships and often justify the abuse with the actions of the victim, e.g. because they were unfaithful.

A recent study by the NSPCC and the University of Bristol questioned 1,353 young people (aged between 13 and 17 years old, from eight UK schools) on violence in their intimate relationships. Findings included:

* 33% of girls and 16% of boys reported some form of sexual abuse.
* 25% of girls (the same proportion as adult women) and 18% of boys reported some form of physical relationship abuse.
* Around 75% of girls and 50% of boys reported some form of emotional relationship abuse.
* Most commonly reported forms of emotional abuse, irrespective of gender, were ‘being made fun of’ and ‘constantly being checked up on by partner’.
* Girls were more likely than boys to say that the abuse was repeated and that it either remained at the same level of severity, or worsened, especially after the end of the relationship.
* Younger participants (aged 13 to 15 years old) were as likely as older adolescents (aged 16 and over) to experience some forms of relationship abuse.
* The majority of young people either told a friend or no-one about the violence; only a minority informed an adult.
* Risk factors which may increase a teenager’s susceptibility to relationship abuse can include previous experiences of parental domestic violence, physical and sexual abuse and violent peer groups.
* Teen relationship abuse can have serious outcomes including depression and suicide.

Some of the signs below could indicate that a young person is experiencing relationship abuse. This list is not exhaustive and young people respond differently. These signs could also be due to other causes, but it is useful to be aware of common responses.

* Physical signs of injury / illness
* Truancy, failing grades
* Withdrawal, passivity, being compliant
* Changes in mood and personality
* Isolation from family and friends
* Frequent texts and calls from boyfriend / girlfriend
* Inappropriate sexual behaviour / language / attitudes
* Depression
* Pregnancy
* Use of drugs / alcohol (where there was no prior use)
* Self-harm
* Eating disorders or problems sleeping
* Symptoms of post-traumatic stress
* Bullying / being bullied

**Further resources and useful information can be found at the following places:**

* Solihull LSCB: [http://solihulllscb.proceduresonline.com/c](http://solihulllscb.proceduresonline.com/chapters/p_dom_abu.html)[ww.solihullgov.uk/domesticabuse](http://www.solihullgov.uk/domesticabuse) [www.solihullgov.uk/domesticabuse](http://www.solihullgov.uk/domesticabuse) (MARAC procedure) <http://solihulllscb.proceduresonline.com/chapters/contents.html>
* Solihull LSCB training: <http://socialsolihull.org.uk/lscb/wp-content/uploads/2014/08/LSCB-Training-Calendar15-16-v2.pdf> <http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2015/01/NOV-2013-Final-updated-Solihull-Healthy-and-Safe-Relationships-pdf.pdf>
* Solihull Health and Wellbeing website <http://www.solgrid.org.uk/wellbeing/>
* You may wish to order materials from the Home Office ‘This Is Abuse’ campaign <https://www.gov.uk/government/collections/this-is-abuse-campaign>
* CAADA research findings factsheet on abuse in teenage relationships. Bristol: CAADA. <http://www.dayprogramme.org/CAADA%20teen%20insights.pdf>
* Home Office Teenage Relationship Abuse :A Teacher’s Guide To Violence And Abuse In Teenage Relationships <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97774/teen-abuse-teachers-guide.pdf>
* Women's Aid Expect Respect tool kit <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

<http://www.womenssupportproject.co.uk/vawtraining/content/domesticabuse/273,234/>

* Barter, C., McCarry, M., Berridge, D., & Evans, K. (2009). ‘Partner exploitation and violence in teenage intimate relationships: Executive summary’. London: NSPCC. <http://www.nspcc.org.uk/inform/research/findings/partner_exploitation_and_violence_summary_wdf68093.pdf>
* Disrespect NoBody Discussion guide Home Office – PSHE Association

A teaching resource which supports the Government’s Disrespect NoBody campaign aimed at preventing abuse in teenage relationships. 13+

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-discussion-guide>

Triple V (Values Versus Violence) is Dot Com Children’s Foundation’s resource for secondary schools. The VVV resources aim to empower young people by helping them to develop positive behaviours and learn how to keep themselves and their friends safe. This includes opportunities to discuss criminal behaviour and victimisation in a safe environment and, as a result, they lead to changes in behaviour. The Watch Over Me series is a broadcast-quality “soap opera” which engages young people and helps them create their own strategies for dealing with risk. It is a classroom tool which stimulates discussion and helps pupils feel safe enough to talk about the most challenging issues which affect personal safety. <http://vvvuk.com/watch-over-me/>

## APPENDIX I

## Youth Offending Service – Referral and Screening form

Referral and Screening



If you want help to complete this form, please phone the **Youth Offending & Prevention Service** on **0121 709 7000. Please use this form for referrals for prevention support and requests for support for young people displaying sexually harmful behaviours.**

Please type in the grey text fields and double click relevant boxes. In each case, take as much space as you need. Text fields will expand to contain your text. Use your tab key or mouse to move to the next field.

|  |  |  |
| --- | --- | --- |
| **About the young person** | **Male** | **Female** |
| **Personal details**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Name** |  | | | | **Other names** | |  | | |  | | | | | | | | | | **Address** |  | | | | **Home telephone**  **Other telephone** | |  | | |  | | | | | | | | | | **Date of birth** |  | | | | **Age** | |  | | |  | | | | | | | | | | **Ethnic classification** | | |  | | | | | | |  | | | | | | | | | | **White**  **British**  **Irish**  **Other White** | | **Black/Black British**  **Caribbean**  **African**  **Other Black** | | **Asian/Asian British**  **Indian**  **Pakistani**  **Bangladeshi**  **Other Asian** | | | **Chinese/Other Ethnic**  **Chinese**  **Any other** | **Mixed**  **White/Black Caribbean**  **White/Black African**  **White/Asian**  **Other Mixed** | | **Information not obtainable** | | | | | | | | | |  | | | | | | | | | | **Preferred language** (if not English) | | | | | |  | | | | **Religion** (optional) | | | | | |  | | | | **Known disability** | | | | | |  | | | | | |

|  |
| --- |
| **Referrer Details** |
| |  |  |  |  | | --- | --- | --- | --- | | **Name** |  | **Agency** |  | |  | | | | | **Address** |  | **Telephone No**  **Other telephone** |  | |  | | | | | **Email** |  | **Age** |  | |

|  |
| --- |
|  |
| **Have you referred the concerning behaviour to MASH? If yes, what was the outcome? If no, why not?** |
| Details |
|  |
|  |

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| --- |
| **Family details** |
|  |
| **Who holds parental responsibility for the young person?** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Mother** |  | **Father** |  | **Other (please give details)** |  |  | |  | | | | | | | |
|  |
| **Details** (if “other” was selected above) |
|  |
|  |
| |  |  |  |  | | --- | --- | --- | --- | | **Parent** (name) |  | **Date of birth** |  | |  |  |  |  | | **Address**  **Best Time to Contact** |  | **Telephone number** |  | |
|  |
| |  |  |  |  | | --- | --- | --- | --- | | **Parent** (name) |  | **Date of birth** |  | |  |  |  |  | | **Address**  **Best Time to Contact** |  | **Telephone number** |  | |
|  |
| |  |  |  |  | | --- | --- | --- | --- | | **Other carer** |  | **Date of birth** |  | |  |  |  |  | | **Address**  **Best Time to Contact** |  | **Telephone number** |  | |
|  |

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| --- | --- | --- | --- |
| **Other children and young people in the household** | | | |
|  | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **1.Name:** |  | | | **2.Name:** |  | | | | **Age:** |  | Gender: |  | **Age:** |  | Gender: |  | | **Relationship:** |  | | | **Relationship:** |  | | | |  |  | | |  |  | | | | **3.Name:** |  | | | **4.Name:** |  | | | | **Age:** |  | Gender: |  | **Age:** |  | Gender: |  | | **Relationship:** |  | | | **Relationship:** |  | | | |  |  | | |  |  | | | | **5.Name:** |  | | | **6.Name:** |  | | | | **Age:** |  | Gender: |  | **Age:** |  | Gender: |  | | **Relationship:** |  | | | **Relationship:** |  | | | |  |  | | |  |  | | | | | | |
|  | | | |
| **Is the young person receiving support under the SEND** | |  | |
|  | | | |
|  | | | |
| **Has the young person received any formal sanctions or punishment?** |  | |
|  | | |
| **Details** | | |
|  | | |
|  | | |

|  |
| --- |
| **Details of any other agencies you know are involved with the young person** (for example, a GP, the police, or an education welfare officer) |
|  |
| |  |  |  | | --- | --- | --- | | **Name:** | |  | | **Agency:** | |  | | **Telephone:** | |  | | **Details of Involvement:** | | | |  | | | | **Name:** | |  | | **Agency:** | |  | | **Telephone:** | |  | | **Details of Involvement:** | | | |  | | | | **Name:** |  | | | **Agency:** |  | | | **Telephone:** |  | | | **Details of Involvement**: | | | |  | | | |
|  |

|  |
| --- |
| **Reasons for the referral** |
|  |
| **What aspects of the young person’s behaviour are you concerned about?** |
|  |
|  |
| **What has been the impact of the behaviour?** (for example, on the young person, individuals, the family, school or community) |
|  |
|  |
|  |
| **What work has your agency (if applicable) been doing with the young person to deal with the behaviour and risk factors identified above?** |
|  |
| **Proposals for assistance from the service** |
|  |
|  |

**The following factors have been associated with the onset of offending and anti-social behaviour. Please tick against as many factors as you believe applies to the young person being referred. Provide evidence for each.**

|  |  |  |
| --- | --- | --- |
| **Living and family arrangements** | **Statutory education** | |
| * Is separated from either or both of his or her parents * Lives in deprived household * Experiences inconsistent supervision at home * Experiences harsh discipline in the home * Family is known to be involved in crime/anti-social behaviour * Is currently experiencing unstable accommodation | * not currently enrolled in full-time education * is regularly absent from school * bullies others at school * statement of special educational need has been issued * experiences difficulties with current level of school work * seems to have a lack of attachment to his or her school | |
| **Evidence** | **Evidence** | |
|  |  | |
| **Neighbourhood and friends** | | **Substance misuse** |
| * lives in an area known for a high crime rate * there is a lack of age-specific facilities in the area * has friends who are known to the youth offending   team   * lives in an area that is relatively isolated * does not use spare time constructively * does not have an age-appropriate friend group | | * drinks alcohol * takes illegal drugs * seems to see his or her substance use as a positive and/or necessary part of life * smokes cigarettes * is thought to be at risk of harm through use |
| **Evidence** | | **Evidence** |
|  | |  |

|  |  |  |
| --- | --- | --- |
| **Emotional and mental health** | | **Perception of self and other** |
| * has a condition that affects his or her everyday life, for example, ADHD * has suffered a significant bereavement/loss that still affects him/her * a referral has been made to a mental health service * seems to be suffering from emotional problems | | * is not able to trust others easily * is known or thought to be a victim of discrimination * does not believe that he or she has committed anti-social acts or done anything wrong * displays discriminatory attitudes towards   others   * displays inappropriate self-esteem (too high or too low) |
| **Evidence** | | **Evidence** |
|  | |  |
| **Thinking, behaviour and attitudes** | **Risk of harm by the young person** | |
| * acts impulsively most of the time * gets bored easily * does not seem to understand the consequences   of his or her actions   * seems to give in to others easily, for example,   peers   * is impatient and can’t wait for things, getting   agitated if made to | * has caused actual serious harm to somebody * has said that he or she will cause serious   harm   * concerns expressed by other people about   serious harm issue | |
| **Evidence** | **Evidence** | |
|  |  | |

|  |  |
| --- | --- |
| **Young person’s safety and wellbeing** | |
| * due to the behaviour of other people * due to events or circumstances * due to his or her own behaviour   (including self-harm/suicide) | * has some understanding of the problems   in his or her life   * seems able to think through problems he   or she faces   * has some friends not known to the police   or youth offending team   * has a good support network * demonstrates some ambition and future plans * makes good use of any spare time he   or she has |
| **Evidence** | **Evidence** |
|  |  |

|  |
| --- |
| **Checklist for completion of the referral form** |
| * have you completed the referral form in line with the guidance notes? * Have you completed as much of the referral form as you feel able, given your   knowledge of the young person and family?   * Have you provided evidence for each of the risk factors identified? * Have you included your contact details and details for the young person and parent/carer? * Have you highlighted how the risk factors link with offending or anti-social behaviour? * Have you explained the referral to both the young person and his or her parents/carers and   Obtained consent as detailed below? |
| **Consent for support** |
| The young person and parent/carer should read this and tick the box to show they are happy for the referral to be made (further consent regarding information sharing will be presented to the family during the initial meeting.   1. We have had the support explained to us and we agree to a referral being made verbally\* and or/in person. 2. I consent to my son/daughter to participating in the voluntary service provided by YOPS 3. I give consent for the YOPS to share and to seek information with other agencies and statutory bodies to enable the team and other agencies to support me/my family effectively at all times.   **I understand that I may withdraw my consent by completing a consent withheld form, unless it is deemed by professionals that there is an obligations outlined in point 3** |

|  |  |
| --- | --- |
| Parent/carer (\*please indicate if verbal consent was given)  Name                       Please tick this box to show you have read this and are happy for this referral to be made.  Date | Young person (\*please indicate if verbal consent was given)  Name                  Please tick this box to show you have read this and are happy for this referral to be made.  Date |

|  |
| --- |
| **Are you aware of any dangers associated with home visits?**  (for example substance misuse, child protection plan, violent family, dangerous animals)    **Evidence** |

|  |  |
| --- | --- |
|  | |
| **Please return this form to:** | |
| **By post:**  **Youth Offending and Prevention Service,**  **Elmwood Place,37 Burton Way, Smiths Wood, Solihull , B36 0UG** | **By email:**  [**SolihullYOS@solihull.gcsx.gov.uk**](mailto:SolihullYOS@solihull.gcsx.gov.uk) |
|  | |

**To be completed by YOPS**

|  |  |  |
| --- | --- | --- |
| **Is this referral suitable for your programme?** | Yes | No |
| **Verifier’s name:**       **Signature:**  **Date:**       **Referral Number:** | | |

|  |
| --- |
|  |
| **Reasons for referral and proposals for assistance** |
|  |
|  |