PearTree

Guidance and Good Practice

Policy document for the provision of care and education provided by Pear Tree Projects.

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REVIEW

1. Introduction

Pear Tree began in the summer of 1990 at the request of the Local Social Services Department to try and provide a service for children in care in the local area. Whilst its origins stem from humble beginnings, the organisation was built on a complete desire of those involved to try and create a new kind of organisation that would take a fresh look at the way services were provided and endeavour to create opportunities in the best possible way for a small group of children.

Over the years Pear Tree has developed to be an organisation of some size and standing due to the strength of its workforce. Pear Tree has always benefited from consistent like-minded individuals who have firm beliefs in the type of care that was to be provided, having made a commitment, not only to the organisation but to the children in their care and, as a result, forming an ethos that would be appealing to future recruits. Building on the strength of early successes, the team of like-minded individuals has been able to grow and consistently maintain these key elements. Pear Tree, therefore, benefits from having the abilities of the same individuals from its early days and, year after year, has been able to add to and maintain key individuals who continue to add strength to the organisation.

Pear Tree's development has been satisfying to watch for all those involved. From its beginnings, with a summer scheme in the summer of 1990, which was repeated for three consecutive years, to its first home for young people to be prepared for independent living, which was opened that same year. In 1991, again as a result of this fresh approach in thinking, our Community Support Services were established and have remained consistent to date, looking after around 20 people in the community on a daily basis.
The organisation became a Limited Company on 31st October 1992 and, as the demand for Community Support Services for local children began to fall, increased demand for Residential places resulted in Pear Tree opening its second home in September 1994, followed by its third in April 1995.

In September of 1995, South Tyneside Education Authority was the first LEA to recognise the work that was being undertaken by Pear Tree staff, acknowledging not only the work of the Home Tutors who had been employed by Pear Tree, in an attempt to try and provide some education until other resources could be identified, but also the remainder of the entire staff team. As a result of this formal acknowledgement, and being named as an appropriate education facility, Pear Tree developed its Learning Programme to run alongside its Recovery Programme developed with the help of the Kolvin Unit, earlier in the same year. Pear Tree School was first registered in 2005 and has been registered as outstanding consistently at every inspection since.

In the spring of 1997, Pear Tree opened its fourth home; its fifth followed in January 1998 and, in August 1999, its sixth home opened as the demand for placements continued to increase. Historically, all of the homes have always worked on the basis of never looking after more than three children or young people, subsequently falling short of the requirements of the Registration and Inspection Unit. At no point in time was this ever the intention. The desire was simply to work with small groups of children trying to create a much more normal and homely living environment. Pear Tree has, throughout its history, lobbied to encourage those in authority to find ways of registering such facilities, continually feeling uncomfortable with the term ' unregistered home'.

The dawn of the new millennium brought a likelihood of these ambitions being fulfilled with the announcement that such homes would require registration and, early absence of clear information as to how this would be implemented, caused us to pause for thought and review the services we were providing. Some of the homes, which we had opened, looked after only two young people. Increased demands for specialised placements in the most unpredictable of circumstances would, later in that

year, cause us to open up our seventh home, adding to the need for reflection. The Directors of Pear Tree subsequently took the view that a period of consolidation was necessary whilst, at the same time, reviewing the services that we provide.

In Easter of the year 2001, Pear Tree opened its first registered home, looking after four children, bringing an end to the culmination of some 18 months planning and development work, and adding an alternative to the current portfolio homes on offer. However, the philosophy of ordinary homes in ordinary streets and the desire to give children with complex and difficult needs the opportunity to live in as normal a home environment as possible, is still very much the heart and sole of what Pear Tree is trying to achieve.

On 14th October 1991, with the implementation of the Children Act 1989, Pear Tree was the first organisation to apply for Registration of a small 'unregisterable' home in the full knowledge that it would not be allowed to do so. The subsequent development of some of the most homely yet highest quality homes in the country, with a sophisticated programme of events around the care of the children who would live there, has continued to be the strategy. Indeed, whilst Pear Tree was the first to come forward with this idea, this way of working has been adopted by many local authorities, charitable and private organisations since. There would be a 10-year gap and a great deal of hard work and dedication by all those concerned, until June of the year 2001, when the Registration and Inspection Units of Darlington and Durham County Council formally registered five Pear Tree homes, the period of consolidation allowing for the smaller homes, that often looked after one or two children, to be withdrawn.

During the Registration process, it became clear that Pear Tree had grown as an organisation and required an independent base that could be used for administration purposes, away from any of the existing homes. The search then began to try to find appropriate accommodation for our office staff, at the same time acknowledging the need to have somewhere, where meetings could take place, and even better, informal gatherings. With every office viewed, it became apparent that quite a sizable place was required to cater for everyone's needs, and then in the true spirit of Pear Tree history, we took advantage of opportunities that presented and in August 2001, Pear Tree head quarters moved to Toy Top Farm. The farm house provides a base for our administration staff, a meeting place and a focal point for the whole organisation, the rest of the farm providing numerous opportunities for activities, work experience and further training. In 2002 Pear Tree was acknowledged with its Investment in People's Award and also became a licensed Outdoor Activity provider.

Pear Tree continues to pride itself on not only the quality and material standards of the homes it provides but also of the quality of the people it has been able to recruit. These individuals encompass a wide age range and equally wide spectrum of previous occupations, skills and abilities that all come together to form quite a unique multi-disciplinary team, all of who have at the forefront of their minds, not only commitment to the organisation, but more importantly to the individual children they are involved in looking after ensuring, on a daily basis, that their complex needs and the repeatedly testing scenarios that children often present, are never too much. Pear Tree continues to promote high quality of care and understanding in a most positive environment, which is full of activities and learning experiences on a daily basis that will continue to benefit the children now and well into the future.

In 2002 Pear Tree became Investors in People, this was upgraded to gold status in 2010.

In September 2011 The Manor was purchased providing a home for a further four young people and scope to develop our education. The home was registered in July 2012

To date, Pear Tree provides six homes in Darlington, County Durham and North Yorkshire and Community Support Services to approximately 5 people living within the community, along with a small housing project. On behalf of the Pear Tree organisation, our most sincere hope is that your involvement with us, in whatever capacity, is as positive an experience for yourselves as it has been for all of us.

David Bartlett
Head Teacher / Head of Service
October 2002
Rev. 2010
Rev. 2013
Rev. 2015

Introduction (a)

Overarching Policy on the Management and Development of Policies.

As founder and Head Teacher / Head of Service of Pear Tree Projects since its formation in 1990 (school 2005) I have always believed in the importance of valuing mistakes and learning from experience. The value of this was beautifully articulated by Matthew Syed in his book 'Black Box Thinking' which, on publication was purchased and released throughout the organisation. This also discussed the importance of marginal gains. The ability to consider the value of many small changes and the compound impact of these over time.

Pear Tree (school) has within its culture the promotion of self-reflection and self-reporting of mistakes and acting on the evidence produced to achieve a positive outcome. All accidents are considered from a risk assessment perspective and appropriate action taken to reduce or remove risk whenever possible.

As a values-based organisation we value the importance of 'courage' as a corporate value. Therefore, the above must not be mistaken for being risk adverse. Staff and children are encouraged to take risks and to be 'brave' but also to manage risks in a considered way. Students are encouraged to be part of the risk assessment process whenever possible. Not just reading but considering and designing.

The environment we live and work in is risk assessed. Homes, farms, classrooms and offices.

Activities are considered, and risk assessed in a specific risk assessment format and collected as and when new activities are undertaken.

Behaviour is also risk assessed in the form of risk assessments (22) of the child in terms of risks to the child and risks from the child.

We are open to consultation and advice. Actively seek to keep ourselves updated where we can and seek to improve the service through policy development which underpin practice.

Policies are reviewed on an annual basis.

2. Mission Statement, Aims & Objectives

Mission Statement

To provide the highest quality of care, the most appropriate resources, delivered with professionalism.

David Bartlett,(1990) Head Teacher / Head of Service

Aims

' To provide the highest quality care to enable children to overcome the difficulties and traumas of the past. Thereby providing a firm foundation from which they can grow through adolescence into adulthood as successful human beings, able to function in, and contribute, to society'
Ref: D. Bartlett 1991

- To stop the cycle of abuse continuing
- Avoid all kinds of offending behaviour
- Look after themselves - keeping safe from harm
- Maintain positive relationships
- To be engaged in meaningful daytime activities, i.e. education, training, voluntary work
- Free of services, i.e. not relying on social services
- To be employed and become a tax payer, contributing to society
- To become a good parent themselves

David Bartlett, Head Teacher / Head of Service (2010)

Objectives

' To provide a safe, sympathetic and stimulating environment, together with a complex care programme appropriate to the needs of each individual child, delivered by suitable carers committed to re-parenting the children in our care'
Ref: D. Bartlett 1991

- To stop abuse of any kind
- To allow children/young people time to recover
- To allow children to be children and enjoy the remainder of their childhood
- To create a supportive learning environment
- To provide skills and increase general knowledge

David Bartlett, Head Teacher / Head of Service (2010)

3. Criteria for admission

Pear Tree primarily cares for children that fall within three categories:

a) Survivors of Sexual Abuse:

Children, who as a result of their abuse, are struggling to come to terms with their early childhood, or recent events, and as a result of the trauma they have experienced find that their lives are negatively affected.

b) Sexually Reactive Children:

Who, as a result of their sexual abuse behave in a sexualised manner, without understanding the reasons why or the significance of their own behaviour.

c) Young People displaying sexually harmful behaviour:

These young people may have experienced both of the above throughout their childhood, but as a result of a lack of intervention and appropriate care, have gone on to develop sophisticated strategies to be able to achieve opportunities to abuse other children.

Of course, this range of children present varying needs and degrees of risk and it must be noted from the beginning that we can offer places in a number of different homes.

It may be that you wish to refer a child who does not display sexualised behaviour and s/he is not known to have been sexually abused. However you may feel that the structure of our programme and the level of care that we provide in re-parenting children is appropriate for your child. In these circumstances we will be more than happy to consider your referral and go through the procedure outlined. Many children are referred to us with only suspicions of what they may have been through.

4. Policy Statement

The policies contained within this document are either taken from local authorities policies and procedures, or from statutory obligations under Acts of Parliament, or they are policies that have been developed by Pear Tree through experience and represent our view on what we feel should be done under certain circumstances. Some of these policies are not open for negotiation as we are under a statutory obligation to act in a certain way. However it may be felt from time to time, to be in the best interest of the child, for example, to act slightly differently from how we have stipulated. In these circumstances you must be aware that by doing so you take on board personal responsibility for the consequences of your actions.

It is very difficult to try and think of every possible scenario and equally difficult to try and work out the right response to cover every possible eventuality. This document is not intended to be "carved in stone" and never altered. Indeed, Pear Tree is a developing organisation and likes to consider itself as developing policies and procedures to handle the various circumstances that are put before us and therefore may require reviewing from time to time. We are particularly interested to hear people's comments on how things can be developed positively. Therefore, if you come across a situation that you feel that abiding with our policies and procedures is not appropriate to that particular scenario then you may consider an alternative action. However, as said earlier, you must also take on board personal responsibility for the consequences of your actions and be prepared to substantiate to Senior Staff or other agencies the course of action that you took and be quite clear as to why you felt it was more appropriate to do so. You must also be prepared to accept the criticism, or praise, that may result from this. Your comments will be received warmly in advance of any situation to help us continue to review and develop our policies and procedures.

Most of the difficulties that people experience take place within a context, whether observing someone's behaviour or planning a strategy to deal with a particular scenario presented by any client group. You must be quite clear about:

1. The context in which it takes place.
2. The intention of the child or adult.
3. The context of your strategy.
4. Your intended outcome.

The two words, context and intent, are at the forefront of any debate or criticism and should always be given a great deal of thought.

5. Quality Control Internal Inspections

In order to comply with the Care Standards Act 2000, inspections are to be carried out each month by an individual who are independent to the Residential Team and holds a contract for services which provides that s/he is to critically examine and scrutinise. The findings are to be documented in the format displayed under "ADMINISTRATION" TITLED - INDEPENDENT INSPECTION.

Reports of the inspections should be submitted to Pear Tree's Board of Directors, as the responsible body, and a copy made available for Local Authority inspections and the registered house manager of the home who will complete a action plan for any issues raised. Copies are also sent to Ofsted.

Internal Inspections

House Managers must monitor the performance of the home in respect of all issues covered under Regulation 45 of The Children's Home's Regulations 2015 and provide Ofsted written evidence on the format provided in 'Adnimistration' and 'Evidence'.

Monthly Audit

House Managers must complete a monthly audit of all young people's files.

6. Monitoring Regulation 45

House Managers must monitor the performance of the home in respect of the issues covered under Regulation 45 quality of care of The Children's Home Regulations 2015 and provide Ofsted with written evidence on the format provided in Administration Evidence.

7. Regulation 45 Matters to be monitored by the Registered Person

Caring for children

1. Any safeguarding concerns or incidents in respect of a child accommodated at the children's home and the measures taken by the persons working at the children's home to respond effectively to these to ensure the safeguarding and welfare of the child.
2. The arrangements for children coming to and leaving the children's home.
3. The arrangements for monitoring the quality of care provided by the children's home's, including the actions taken in response to recommendations made by the independent person or, as the case may be, the reasons why the registered person did not consider it appropriate or necessary to take any such actions.
4. In respect of each child accommodated in the children's home, compliance with the placing authority's care plans and placement plans.
5. The arrangements for—
   consulting children about the quality of the children's home's care and for acting on the results of such consultation;
   involving children in decisions about—
   their own care; and
   the day to day running of the children's home.
6. Complaints in relation to the children's home or children accommodated in it, including any actions taken in response to such complaints and how complaints were resolved.
7. Notifications of the events listed in Regulation 40.

Education

8. Where the children's home is dually registered as a school, the effectiveness of the children's home's arrangements for education, including the educational outcomes of children accommodated at the children's home.
9. Where the children's home is not dually registered as a school, the effectiveness of the children's home in promoting the educational attainment of children in its care and the quality of relationships between the children's home and local schools.

Encouraging positive behaviour

10. The arrangements for promoting and supporting the positive behaviour of children accommodated in the children's home.
11. The effectiveness of the children's home's approach to behavioural support, including arrangements for commissioning training for staff in behaviour management and restraint.
12. The number of times that children accommodated at the children's home are restrained and the steps taken by the children's home to minimise the use of restraint.
13. Whether there have been any occasions when children accommodated in the children's home have been charged with a criminal offence.

Health

14. The arrangements, if any, for commissioning therapeutic services appropriate to the needs of children accommodated by the children's home and the effectiveness of any such arrangements in achieving health outcomes for the children accommodated by the children's home.

15. The arrangements for children to be provided with general medical practitioner and other primary health care services, including access to preventive and screening services in the local community.
16. Details of children requiring accident and emergency treatment and other hospital services.
17. Illnesses of children accommodated in the children's home.

Health and safety

18. Risk assessments for health and safety purposes and subsequent action taken.
19. Fire drills and tests of alarms and of fire equipment.

Missing children

20. The number of reports of children accommodated at the children's home being absent without permission.
21. The measures taken by staff—

a) to prevent children from being absent from the children's home without permission; and
b) in response to a child being absent without permission from the children's home.

22. The effectiveness of arrangements agreed between the children's home, local police and the local authority for responding to missing person incidents in relation to children accommodated at the children's home.

Staffing matters

23. The arrangements for the management and supervision of staff working at the children's home, including duty rosters and staff deployment in relation to incidents at the children's home.
24. The arrangements for continuing professional development, recruitment and training of staff working at the children's home.
25. Details of—
    disciplinary action concerning persons working at the children's home;
    staff grievances.
26. The reasons for staff ceasing employment at the children's home.

Working with local services

27. The arrangements for consultation with placing authorities, the local authority in whose area the children's home is located and other community services used by children accommodated at the children's home.
28. The effectiveness of the children's home's guidance and procedures concerning police involvement in the children's home.

8. Role of Responsible carers

The model that we have prepared describes the process that any carer, whether they are residential social worker, teacher, instructor, or support worker within Pear Tree, is to undertake. We must begin at the center, which takes on board priorities, and move outwards. In this case, in nearly every circumstance, the relationship a member of staff has with a child is of paramount importance. Without a successful relationship which has been described as an " therapeutic relationship" then the process of recovery and helping a child develop can't possibly begin and indeed without this it is fair to say that the reverse can happen and it can be emotionally damaging, to any child. Therefore, all staff should be aware of the need to consider and implement successful relationship building skills.

At the beginning of your time on duty, it is important to do a number of the other tasks discussed in the next segment of our concentric circles such as, monitoring environment, monitoring the mood of the children, research for consistency such as having a suitable handover meeting with staff going off duty, and any administrative document that is required, monitoring relationships both with staff and peers, providing a healthy and consistent diet. Housework is another important part of our work as all members of staff are involved in the maintenance and running of the home and, of course, this must be conducted within a safe working environment that is conducive to our Health and Safety and hygiene standards.

Once we have established how we are to work in the home and the systems we have adopted we can then look at other issues, such as recognising your role within the recovery programme and promoting this. Deciding how to engage the children and choosing an activity.

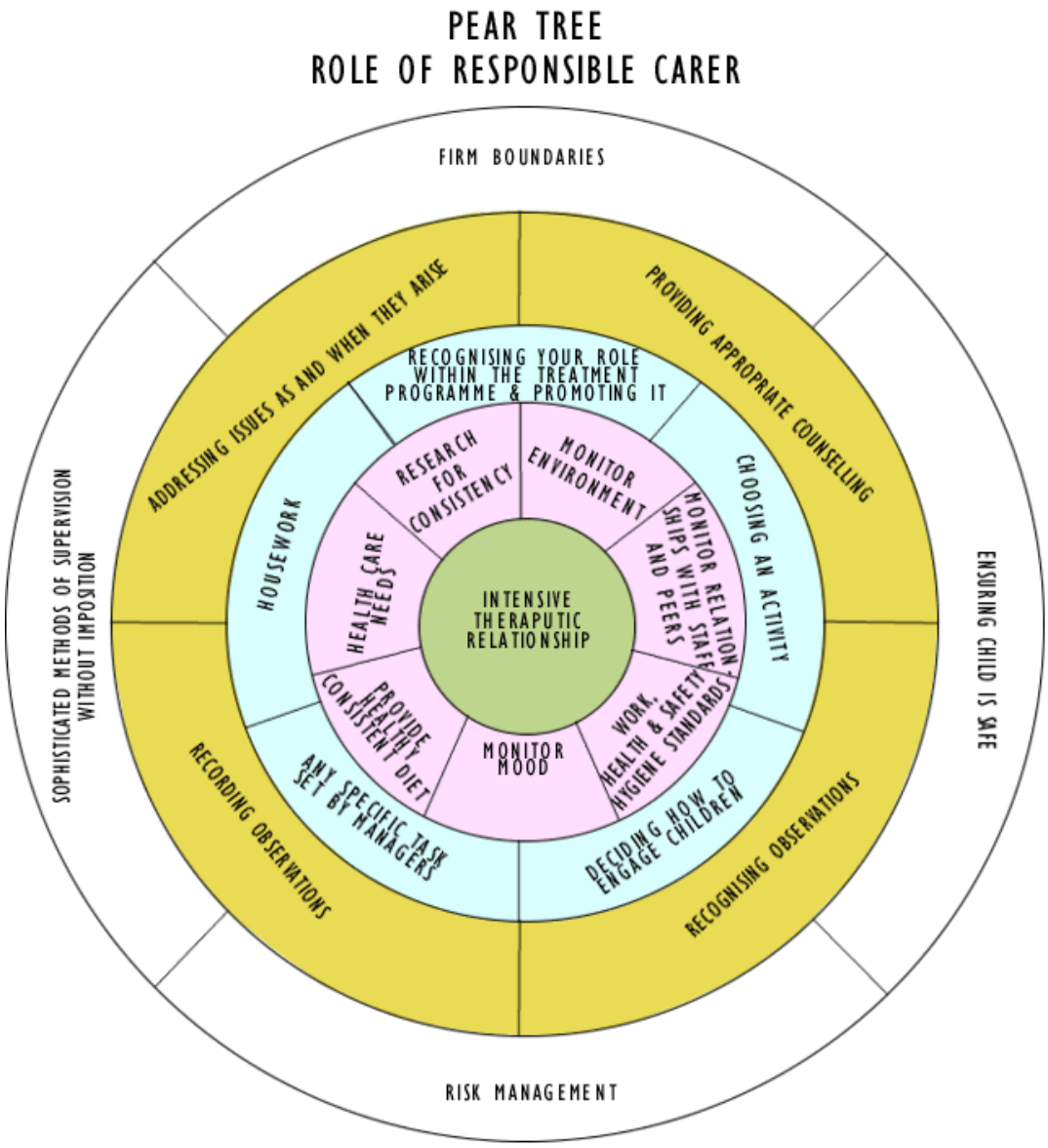
Whenever you are working with children you are always being confronted with issues, these, in the majority of cases, need to be addressed as, and when they arise. It may be, as a result of these issues, that you are required to provide appropriate counselling or in real terms help and advise. This can be anything from "No, you are not having any sweets now" to consoling a child over a recent loss. However it is important to recognise the counselling you are providing and to judge how appropriate it is and when it is appropriate for it to take place. An important part of our job is recognising observations. Quite often members of staff instinctively know when something is wrong but often find it difficult to put into words, or lack the confidence to know that what they are feeling is of some value. However, it is always of some value and staff are always advised to follow their own instincts and judgments as most of the time those instincts are trying to tell you something important and, of course, it is important to make sure all important information is recorded via our online system.

All of these skills and duties are wrapped up in the field of providing firm boundaries, ensuring that a child is safe by using non-imposing methods of supervision, e.g. being constantly aware of where the children are, what they are doing without them feeling that your are imposing on their every move. Quite often the key to this is to engage children in appropriate activities. These of course take place within the field of risk management, an issue of which we must all be continually aware.

Life poses risks from the moment we are born and when we undertake to care for a child, there are risks that go with that - from taking a child to the corner shop and the risk of him/her running across the road to the risk of one child abusing another. The important factor is how we consider our plans and the way in which we manage the risks that we have to take and, indeed, deciding on whether or not we do actually have to take them.

High levels of supervision

As many of the children in our care present risks, it is vital that they are supervised properly. High levels of supervision are often required in the home, especially at the beginning of a child's time with us. However, it must always be sympathetic and non-imposing, projecting an atmosphere of care rather than a regime. It is important that the supervision is "regime like" in its structure but never in its delivery. The key to providing high levels of supervision without imposition is linked directly to engage children in activities.



It must also be noted that high levels of supervision should not be a permanent feature. This is something that should be regularly reviewed and, when a child is ready, the levels should be slowly decreased in line with, and at the same time as, helping a young person develop outside interests, hobbies and skills away from Pear Tree thus promoting an independent social network.

Also high levels of supervision should not be interpreted to mean higher staff ratios. It does mean knowing where your children are, what they are doing and engaging them appropriately.

9. Promoting contact with parents

For any child, living away from home can be difficult under the best of circumstances. It is Pear Tree's policy, whenever possible, to continue to promote contact between children and their parents and significant others. Members of staff should be reminded of their role in this process and be involved in reminding children of the options open to them in terms of telephone calls, arranging meetings, writing, sending cards, etc. The only time this situation should not be encouraged is if there are specific concerns raised by:

- The Local Authority Social Worker,
- Any form of psychological or psychiatric assessment,
- The Court, or
- When information from the child gives strong indication to the fact that family contact would undermine their sense of stability or security.

We should then, therefore, be seen to represent the child's views to the agencies concerned without either passing judgment or having preconceived ideas about the information that is presented to us.

When supervising contact between children and significant others please read the document "Advice to carers supervising contact visits between sexualised children and their parents".

10. Pear Tree Medication Policy

The Medication Policy can be seen within our Health and Safety:
33. Pear Tree Medication Policy

11. Supporting Education and Homework Policy

Following advice from the Department of Education, April 2019 (received 01/05/2019), I have considered this and issue the following advice for immediate effect.

1. Sex education and the importance of relationships in our setting is most suitably undertaken by key workers or other named staff delegated this responsibility due to their relationship to the child. In our setting this task is only appropriate on a one to one basis so as to be able to ensure the discussion is entirely appropriate to the child, their level of development and understanding and to avoid any distress or trauma from flash backs or memory recall. Whenever possible this should be accompanied by completing suitable AQA unit awards. This task must not be avoided in part or full due to the absence of suitable AQA unit awards because of the circumstances of the child. Even in the case of a traumatised child as a result of prolonged sexual abuse, where the mechanics of sex are only too well known to the child, this would not result in the child being excluded from advice and education on the importance of appropriate relationships. Indeed, it is more likely to give this work greater importance. All conversations must be of an age appropriate level and recognising the current needs of the child.

2. All children must be advised on the importance of recognising and respecting 'protected characteristics'. This advice must also be age appropriate. Protected characteristics are:

   a) Age
   b) Disability
   c) Gender reassignment
   d) Marriage and civil partnership
   e) Pregnancy and maternity
   f) Race
   g) Religion or belief
   h) Sex
   i) Sexual orientation

   (Equalities Act 2010)

   This must be followed up where possible with suitable and appropriate AQA unit awards. This work must be actively encouraged at all levels and have been incorporated into the PHC assessment. (subject to technical completion).

3. Work on religion and beliefs in key worker or group discussions are extremely valuable and wouldn't risk undermining school lessons, but support them. The promotion of attendance at key festivals such as Christmas, Easter, Harvest Festival and Remembrance Services is important but must be added to with learning about other faiths religions and beliefs. Once again, the completion of suitable AQA unit awards adds value to this process.

4. The use of the language of values (as discussed in training) at any opportunity is the fundamental foundation to the above and underpins attitudes and behaviours.
   These should be evident in house meetings and key worker sessions.

5. All students at Pear Tree School must be encouraged to partake in a sporting activity on an evening or weekend at least once a week during term time. This could be (not exhaustively) swimming lessons or a club activity such as badminton, organised football or any ball game, running or gym work.

6. The Department of Education makes reference to the importance of homework. Good practice in residential settings acknowledges the importance of supporting school homework. Bedtime stories and encouraging to read newspapers, magazines or appropriate online content is very much required and part of good parenting and not homework. It must be recognised by students and staff that the above (1-5) represents homework from Pear Tree School and will be the only regular homework set as part of an ongoing process.

12. Watching Movies

Everything we provide for children must be considered within the context of Pear Tree's recovery programme. It is part of that philosophy that we promote age-appropriate activities and this must apply when watching movies on television, hired or streamed movies or buying movies for a child's present.

Any movie being viewed by the children must be age-appropriate and this is determined by the advice given on the label, i.e. 12, 15, 18. It is unacceptable for a child to be shown a movie if they are under the age restriction that applies. This is detrimental in a number of ways, not only from the content of the video, but also from the fact that we promote a respect for authority and guidance and, in these circumstances, it would be outside what is considered to be the advice given.

We insist that respect is given to the 9.00 p.m. British broadcasting watershed and therefore common sense will dictate that the greater the length of time after 9.00 p.m. the presentation is shown is, by some way, meant to give guidance as to the appropriateness of viewing. Therefore, it makes sense that if programmes are recorded after the watershed, that consideration be given as to whether or not it is appropriate for younger children to watch, e.g. recordings at 9.00 p.m. or afterwards would not be appropriate for any younger child to watch and consideration should be given as to whether or not they are suitable for teenagers depending on their maturity and the appropriateness of the programme.

We must also remind people that the term "PG" makes reference to parental guidance. With younger children, any movies or programmes rated PG should be watched with an adult where areas of difficulty may be explained to the child by the adult or the adult should have the opportunity to view the programme beforehand and decide on its appropriateness. It does not automatically mean that the film is appropriate for a child to view without any consideration given to the issues that may be raised by the programme/movie.

13. Age appropriate games

As with the previous policy it is Pear Tree's philosophy to promote respect to the advice that is given. Computer games often hold such advice (PEGI) and, whilst at the time of writing this policy it is currently a voluntary code, it is nonetheless advice that should be respected. Therefore, if video games are brought in for young people who have not reached the chronological age that the advice dictates, they should not be allowed to play such games. There are many reasons for this.

As stated above we have tried to create an environment where the ethos is consistent with promoting respect to advice from Authorities. In addition to this, video games may have two other themes for us to consider.

- An academic requirement whereby puzzles need to be worked out, which may require the child to be of certain age to be able to complete the game. If the child is not of that age it may be that the game is beyond the ability of the child and therefore we would be setting unachievable goals that may cause frustration.
- Another theme could be that of dramatic and graphic violence which, for the vast majority of children, would not normally be detrimental. As the children in our care have experienced traumas, this kind of violence may not be considered to be in the overall ethos that is hoped to benefit the child. This may be particularly relevant to games that involve hand-to-hand combat, which may have a negative influence on children who have aggressive or behavioural difficulties.

In addition to this we also want children to acknowledge their own chronological age. Many of the children who are referred to Pear Tree have not had the opportunity to be a child and therefore it would be inappropriate to promote the idea that a child may be much older than they actually are.

14. Policy on pornographic material

Pornographic material of any nature is not allowed in Pear Tree homes. The term pornographic would imply the exposure of the genitals or explicit postures that indicate sexual activity. The term pornographic material would not include exposed bodies that may appear in tabloid newspapers or teenage magazines that are accessible to all.

The issue of whether or not children should be allowed to display posters of young people of the opposite sex, or in some cases, the same sex, wearing little if any clothing, is of course a matter that is regularly discussed. Pear Tree's policy is that such material that could be found displayed in age appropriate magazines, publications etc, that are readily available and sold across the counter to young people, would be something that should not be restricted, however, guidance should be given on appropriate positioning of such posters.

The fine line between allowing young people a normal developmental pathway without encouraging or promoting inhibitions and that of displaying what could be thought to be pornographic material, comes down to the exposure of the genital area and the implication of the posture.

15. Clothing policy

Children living away from home in residential accommodation often experience feelings of low self-worth and low self-esteem. Clothing can help to make a difference to how a young person feels about themselves and the image they wish to project. The clothing you wear is a statement about who you are and who you wish to be associated with. Helping a child develop their identity and guide them through this developmental process can be hugely important to the child and rewarding for the member of staff involved.

It is also important that children and young people are given the help and advice needed to ensure they are equipped for a variety of circumstances in terms of weather, environments and events they may encounter.

Clothing allowances should be spent appropriately and wisely. They should also reflect the culture and ethos of the home so that a child feels adequately equipped when trips to the theatre, meals out, etc are arranged. Children should be encouraged to choose their own clothes. However, expected parental boundaries may need to be in place to ensure that the clothes that are bought are age appropriate particularly when dealing with younger children. Every effort should be made to encourage children to make informed decisions for themselves, and the degree of influence should reflect the age and ability of the child.

Each child is allocated a clothing allowance set at an appropriate rate, which may vary. These allowances are pre-set, and notification is made to House Managers of any such changes. Each child should also have a clothing allowance book, into which all purchases made out of the child's clothing allowance should be entered, and a running total kept. It is the House Manager's duty to ensure that the clothing allowance is used wisely and appropriately, and the full amount of the allowance should be used during the financial year. Clothing allowance is paid monthly. Children should always have adequate clothing as this allowance is set for adequate provision. Clothing allowance does not cater for special equipment that may be required for learning/recovery programme provisions such as walking boots, and other outdoor or protective equipment / clothing etc.

House Managers should ensure that a child's religious, cultural and social background is taken into account when clothing and other personal requisites are being considered.

16. Use of Mobile phone and other online devices

Background.

Children in residential accommodation have the right to experience the same opportunities as their contemporaries that live at home. This is the starting point of any policy and must be at the fore front of decision making.

However it is also the case that some children need an extra level of protection from harmful negative influences and also on occasions from others who may harm them. Or they may be harmful to others, which also has a negative impact on themselves.

Research has shown that well informed parents with a positive parenting style are much more likely to impose appropriate boundaries and provide the protection required to keep their children safe. Whilst we want children in care to have the same opportunities as other young people in the community this also includes appropriate safeguarding and protection. The children in our care often struggle with social anxiety and appropriate relationship building skills. This requires real world monitoring and support and therefore is required in the online world also. It should be a basic principle that whatever safeguarding and supportive measures are in place in the real world must not be allowed to be by passed in the online world.

The use of a mobile phone has developed dramatically over the last twenty years. Important research particularly by Jonathan Haidt “The anxious generation” highlights the damage done to childhood development as a result of the transition from a play-based childhood to a phone-based childhood. This is due to the development of smart phones and social media using addictive qualities to keep children and young people engaged on their platforms and as a result the absence of normal and needed social interactions. Children in our service may be particularly vulnerable to these issues.

However mobile phones continue to be part of everyday life and expected tools available to navigate the modern world.

Below is the policy which must be adhered to in all circumstances. Any restriction applied above this must be documented as a ‘consequence’ and written up in ‘risk assessments’ and ‘care plans’.

1. Children 11 years old and under, primary school age. = No personal mobile phone device. They can be exposed to devices that are not their personal belongings at an age-appropriate level depending on the needs and circumstances at the time.

2. Children 11 years old once at secondary school – 13 years mobile device “with no internet access and no social media”. Subject to monitoring and regulation.

3. Young people 14 years to 16 years, mobile phone with internet access and social media. Subject to appropriate monitoring and intervention. All access to social media must be risk assessed and monitored on a regular basis. The monitoring needs to be a physical check completed on a regular basis, min 3x per week and as such must be done by a key worker or duty manager who is able to give their child the attention to detail that is required. The facility to monitor and the responsibilities to regulate must be available to more than one person to cover for shift work and holiday times.

4. Young people 16 years access to internet and social media. At this age and stage, they may have greater autonomy subject to demonstrated responsibility and risk assessments.

   Monitoring and restrictions must be used at all ages and stages, but the level of monitoring and regulation can be varied accordingly. This is particularly important if suspected of committing a criminal offence either online or real world that may be evidenced on their devices. Or their behaviour has presented risks to themselves or others. Only an android phone is compatible with the level of monitoring required. Therefore, only Android phone is to be allowed. If a young person buys or is given an alternative make as their first phone, this should be removed, kept safe and returned on discharge. If they acquire an alternative to replace their android phone, this should also be removed but no alternative should be purchased as a second phone.

5. All recreational screen time including a mobile phone should be restricted to no more than 3 hours per day, with 30 min breaks each hour. Source NHS guidance.

Access to the internet via Wi-Fi or purchased data. When children have their mobile phones, they should be encouraged to use their own devices for contacting key individuals. Ensure they have them when travelling independently and any charging leads needed to ensure continued connectivity. Staff must not at any time allow children to either borrow their phone or use their hotspot.

Children and young people are allowed their devices from when they get up to when they go to bed. At this point all mobile devices must be handed to an adult for safekeeping. This is to reduce the impact of late-night usage which can be harmful and to ensure a digital detox. It also removes any potential fire risk from overnight charging. If they refuse to hand in their mobile phone at bedtime the phone must be switched off remotely and the phone later removed as a natural consequence of non-compliance with expectations enforced.

All children and young people must comply with their schools or colleges own policy. Children at Pear Tree School are not allowed to bring their devices to school unless over 16 years, working or travelling independently. This is with the permission of School leaders.

Carers are allowed to restrict giving out mobile devices on a morning until children and young people are fully ready for their school or college and have contributed to their breakfast, household chores and bedroom. They must however be allowed to have them on return from school.

Carers are allowed to impose boundaries such as to have devices put away at mealtimes, or to remove devices used inappropriately or when children and young people are unable to regulate screen time. The removal of devices beyond the expectations set out in the policy details above must be documented as a consequence and work completed with the child on why this was done and what they need to do to ensure compliance.

The use of video and or sound recording needs to be monitored to ensure privacy of other children and young people. This is not allowed within public spaces unless as part of a supervised activity.

Children and young people should be encouraged to take photographs of key events and places of interest visited to help build up a photographic record of their experiences. In the event that it is found other children and young people's privacy or security has been compromised, this must be recorded and appropriate action taken as a consequence.

Children and young people who have court restrictions imposed to prevent contact with others who present safeguarding risks must be monitored to ensure they don't borrow devices off others.

Children and Young People must not under any circumstances lend or borrow a mobile phone device from or to others. In such an event consideration may be given to the removal of devices as part of a natural consequence but also to ensure the safety of anyone impacted. Both the lender and the borrower must be reviewed.

Any criminal activity found during monitoring must be reported to the police.
This policy should be discussed and recorded with children in key worker sessions.

Kind regards,
David Bartlett MBE

17. Advice on church attendance

As we function as a small special school, there is an expectation on us to provide a group assembly once a week. Obviously this poses significant difficulties in the way we work but attending church appears to have a number of advantages. We hope that the spiritual experience would have the calming effect on some, provide others with an alternative source of support, as well as being of great educational value. We hope this will be linked to possibly having Sunday lunch out once a month and taking in various annual celebrations i.e Armistice Day, Harvest Festival, Christmas and Easter etc.

It is hoped that this would be an enjoyable experience for the children concerned and, where children are not in mainstream education, needs to be considered. If children have a particular objection to this, then an exemption may be considered. It is also our hope that members of staff responsible for taking children to church would consider visiting churches of different denominations to add to and broaden the overall experience.

18. Guidance on listening

Pear Tree's approach is that we try to be as "child-centred" as possible and we believe children choose to whom they wish to offload their difficulties and talk about the problems that they have encountered in the past, or are still encountering. Our experience is that many children 'off-load' to the person with whom the child has got the most trusting relationship with, at often the most unpredictable of times, such as driving in the car, cooking the evening meal or baking, or in the shops trying on clothes. Often this takes place in a relaxed atmosphere when the children sometimes think that you are preoccupied with other activities and not paying that much attention to what it is they have to say, perhaps because at such times there is little, if no, intensity around the concerns about to be off-loaded. Children do, of course, ask to speak to members of staff regarding specific difficulties in a more formal way and the important point to remember is that children may wish to talk to you about specific problems or past experiences at any point in time and we should not have preconceived ideas about how this will take place. In short, we should be prepared for the unexpected.

When it becomes clear that a young person wishes to talk about difficult problems, members of staff will have to use their best judgement as to how to proceed. For example, if a child begins to talk whilst you are busy, perhaps baking or some other activity, it might be appropriate to listen whilst carrying on with that activity. The child may have chosen to talk because they think you are preoccupied. The child may very well be anxious regarding your response and may have chosen this time, hoping for a low key response and this may be best facilitated by carrying on your activity but making it clear to the child that you are receptive to what they have to say, and not simply ignoring their dilemma. It may be that, as a result of the anxiety that is projected from the child, you feel it more appropriate to take the child to sit down somewhere quiet, again making yourself available for them to talk to. It is important to remember, during this process, that we must not ask leading questions and avoid direct questions altogether, merely continue to make it clear to the child that you are receptive to whatever they have to say.

Often children will start by saying "There is something I wish to tell you but I want you to keep it a secret". Under these circumstances we must make it absolutely clear that that is not an option and if a young person says something it may be important for you to explain this to other people, pointing out that quite often children come forward with grown up problems and it is best to leave the grown ups to sort out these problems and that you can help to take the responsibility away from them. As a result of the nature of the work we undertake, quite often these discussions can be extremely stressful and it is important that you acknowledge (a) the importance of documenting any relevant discussion you may have with a child and (b) to seek appropriate advice via Senior Staff and allow yourself the opportunity to be debriefed as is appropriate to the circumstances.

19. Privacy and Confidentiality

Member of Staff must ensure they act in a way that promotes an ethos of respect for children's privacy and the need to maintain confidentiality. In accordance with Staider 9, C.S. Act the following should be observed:

- Access to case records should be restricted to a need to know basis. In respect to adults adopting the 'role of responsible carer' this to include R.S.C.W. Instructors and teachers this would mean all known information. Discretion may need to be used when considering other individuals who may have contact with children, but usually when in the company of responsible carer. Detailed information may not need to be provided above information, which may be concerning to them ie individual or specific Risk Assessments
- Information with Child Protection implications or information disclosing illegal activities should always be passed on to the appropriate agencies.
- Children's rooms should only be entered after staff have knocked and sought permission. In the event that permission is denied, an explanation should be sought and reassurance received that everything is alright. In the event that such reassurance is not forthcoming, a decision needs to be made about whether or not entry should be made. Under such circumstances, verbal explanation from staff must be forthcoming about their intended actions and an explanation why. Permission does not need to be sought to enter a child or young persons room when they are not there to carry out domestic duties etc. Such decisions may need to be considered on the basis of age and individual circumstances.
- Children and young people should be encouraged to bathe or shower daily. Maintaining privacy throughout.
- Children requiring sanitary products should be able to access such products easily without embarrassment. Efforts to encourage the disposal of such products hygienically in the waste disposal bins should be made without causing undue attention or embarrassments. (Please see Health and Safety Policy)
- The siting of the telephone must be placed in a position where children can use the telephone in private.
- Any restrictions on communication made by the child must be agreed or requested by the placing authority.
- Members of Staff should always be aware of gender issues and be sensitive to such requirements when dealing with children of the opposite sex.
- In the event where a child or young person is thought to be concealing items that may present a risk (emotional or physical) to that child or others, staff may instigate a room search. During such occasions a full explanation should be sought and the appropriate important information form completed online, and communicated to senior staff. The results of such a search should be made clear in the documentation and it should be signed by all those present.

20. Staff presentation

Members of staff who have had experience in other residential facilities will be familiar with the fact that a great dependency on the office can easily develop into what we refer to as the 'Office Syndrome', where members of staff find solace in residing in the office at any given opportunity. There may be many reasons for this, the main one probably being that individuals all have a need to work and to work hard and residing in the office may provide a degree of comfort to this fact and help certain individuals feel more hard- working. However it is important to consider how this may be perceived by the children we care for. It is Pear Tree's view that issues such as this need to be considered in micro detail as they can have a great effect on the ethos and the running of the home and more importantly in the way that carers are perceived by the children they are looking after.

Within a Pear Tree home we try to create an environment that is as less institutional as possible, where normalization is the overall aim and objective, to create an environment where very needy children can grow up whilst having their needs addressed in as normal environment as possible. At Pear Tree we insist handovers do not take place within the office, in fact the office is to be used as sparingly as possible. Handovers should be conducted in as relaxed and as laid back way as possible, for example, round a kitchen table over a cup of tea or in another room avoiding the office. By having handovers in the office, it not only makes yourself appear to be more institutional it also sends a message that perhaps you are not available at that time, and availability is something that we should be trying to make clear so our children know that we are always available for them at any given time (providing that they do not abuse this).

Regular references to "the log", "menu sheets", "who's on duty next", "I'm going to read the files" or "the residents" in the presence of children, whilst making yourselves feel more professional can, and does, often devalue the genuineness of the relationship that you have spent time trying to encourage. These are little details, micro-measures that can have an overall impact, and quite often this impact is underestimated. Thinking about your choice of words and the way that you come across in the eyes of the children could be the most important decision you make in the day. Alternative statements, such as ''other children (or young people) in the home'' as opposed to "other residents'', "Who is looking after you this evening'' as opposed to ''who is on duty next'' and "When do you see your mum next'' as opposed to "when's your next contact session with your mum'' are all very important statements. The lack of confidence can devalue your relationships dilute the impact you may have on their lives and destroy any feelings of empathy they may have felt you had towards them earlier. Whilst individual members of staff may feel empathic, this is of little use unless you can demonstrate that you are empathic and these are important indicators to children in that respect.

There is of course the need for professional boundaries and to be aware of these. Professional boundaries are about considering the policies and procedures that we promote, about presenting to a child as a carer who is anything and everything to all children but remembering that they are not our children, remembering that there is an important structure and framework from which we operate (Children Act 1989, Care Standard Act 2000 and Pear Tree's Policies and Procedures in particular) and about coming across to a child as the adult responsible for them. We are not their parents nor are we pretending to be. We are not trying to be a substitute parent, but an adult who cares for them very much and we will do the very best we can for them while caring for them. Professional boundaries are something that we should never lose sight of but should not inhibit the quality of therapeutic relationships and not result in us appearing to be unnecessarily clinical either.

21. Time independent of Pear Tree

Guidance for Carers

Time independent of Pear Tree, is any time that you are off Pear Tree premises with permission but without a Pear Tree carer.

Independent time is not a right. As a young person, you earn this as a result of sustained good behaviour and earned trust.

- Independent time: at school and clubs. To begin with young people should be taken and collected from the venue. Over time and as trust is built then the young person may start to make their own way to and from the venue. You must take into consideration the distance to the venue, age of the young person, the time of night, areas the route to the venue passes through, the time of year, the weather and the mood of the young person.

- Independent time: short errands, trips to the library. At first the young person should be told where they are expected to go and what time they are to return. As trust is built, then the young person may request to go out, but they need to say where they are going and what time they will return. You must take into consideration the distance to the venue, age of the young person, the time of night, areas the route to the venue passes through, the time of year, the weather and the mood of the young person.

- Independent time: with friends. If a young person is visiting a friend's house then they need to provide a contact number and a carer must call and check that it is ok for the visit to go ahead. Over time and as trust is built, then young person may start to make their own way to and from their friends house. You must take into consideration the distance to the house, age of the young person, the time of night, areas the route to the house passes through, the time of year, the weather and mood the of the young person.

- Independent time: around the local area with friends. This type of independent time has the least structure to it. A lot of responsibility rests with the young person, they should give an explanation of the area that they will be in with their friends and have a time of return. This should only be after a young person had demonstrated good behaviour over a long period of time and has developed a positive/appropriate social network as a result of the above.

As carer we should know where the young person is supposed to be at all times.

If a young person is not where they are supposed to be or fail to return at the right time, this should be treated as a missing person and procedures followed.

Guidance for Young People
Time independent of Pear Tree, is any time that you are off Pear Tree premises with permission but without a Pear Tree carer.

Independent time is not a right. As a young person you earn this as a result of sustained good behaviour and earned trust.

- Independent time: at school and clubs. To begin with, you will be taken and collected from the school/venue. Over time and as trust is built, then you may start to make your own way to and

from the venue. When your carers are making the decision to let you make your own way, they must take into consideration the distance to the school/venue, your age, the time of night, areas the route to the venue or school passes through, the time of year, the weather and your mood.

- Independent time: short errands, trips to the library. At first you will be told where you are expected to go and what time you are to return. As trust is built then you may request to go out, but you need to say where you are going and what time you will return. When your carers are making the decision to let you go out, they must take into consideration the distance to the venue, your age, the time of night, areas the route to the venue passes through, the time of year, the weather and your mood.

- Independent time: visiting friend's house. You need to provide a contact number and a carer must call and check that it is ok for the visit to go ahead. Over time and as trust is built then you may start to make your own way to and from your friend's house. When your carers are making the decision to let you visit a friend's house, you must take into consideration, the friend's family say, 'yes'; it is an appropriate place to visit, distance to the house, your age, the time of night, areas the route to the house passes through, the time of year, the weather and your mood.

- Independent time: around the local area with friends. A lot of responsibility rests with you. You should give an explanation of the area that you will be in with your friends and give a time of return. Permission for this will only be after a long period of good behaviour and you have developed a good group of friends known to us as a result of positive activities.

As carer we need to know where you are supposed to be at all times, your safety is our main concern.

During independent time you will be presented with opportunities to do things, which you know you should not, under age drinking, smoking, leaving the area or venue that you said that you were at or involve yourself in criminal activity. As a young person you have to make a choice. The right choice will earn greater trust and independent time, the wrong choice will have consequences and you will lose trust and independent time. In some circumstances it may put your placement in jeopardy.

If you are not where you have said that you will be or fail to return, then you have absconded and the police will be informed.

As an example it may be ok to go out and play with friends on a summer night but not on the dark winter night, it would be better then, to visit the friend's house.

Remember; take the advice of the person looking after you. Their decision to say 'yes' or 'no' to any request is based on what they think is the best for you. If you disagree, you can always make a complaint, so that this can be considered by other people also, but it will not happen immediately. Do the right thing.

Independence Scales

1. Constant supervision/adult support.

2. Enrolled in suitable club/organisations/work placement under adult supervision, independent of carers – taken and collected.

2. Brief time-managed trips to nearby shops to purchase items.

3. Enrolled in suitable club/organisations/work placement, taken but allowed to return home independently.

4. As above, but allowed to go and return independently.

5. Allowed out with friends or to go shopping, up to one hour. NB.: this can be linked to 4.

6. As above, up to two hours.

7. As above, up to four hours – am/pm/evening.

8. Complete independence under contract, must continue to be involved in household at least two evenings per weeks and must attend key events, i.e. Christmas party, birthday meals out etc.

N.B.:

- Escalation up the scale must be on the back of success. Difficulties must result in review and possible reduction of level.
- Each level must not exceed more than five times per week. – (except their work/training commitments)

21. b Incentive Allowance Payments

Pear Tree Training Programme

- Any child/young person, any age up to £5.00 for good work at any time (not school time) as an incentive.
- Up to £10.00 per day for those above 15yrs (not school time)
- Up to £15.00 per day for those above 16yrs (not school time)
- Up to £20.00 per day for those over 17 yrs (not school time)

If the young person is already receiving a bursary from college or direct from Social Services, these payments will be for weekend work only.
To achieve the full amount they must:

- Be on site before 9.30am
- Do everything that's asked of them
- Give full effort throughout the day

All trainees must:

- Be able to work independently
- Be able to listen and follow instructions
- Be able to complete task to the required standard
- Be able to make a positive contribution

If these targets are not met any variation or deduction can be made accordingly.
Payment is made on completion of all tasks and full attention, without any issues or concerns.
To be signed off by a mentor/instructor.
Arrival after 9.30am will result in a deducted payment.

Weekend Jobs

Must be able to work unsupervised, left unattended and must be at work before 9.30am.
The payment book is the responsibility of the trainee to look after and get signed. The absence of a signature or book will result in no payment.
Any rude, aggressive or silly behaviour around the horses and other animals, towards staff or other young people will result in no payment.

22. Preparation for independent living

House Managers should ensure that all young people age 15 years and over should complete Pear Tree's "Preparation for Independent Living" section of our "Learning Programme", in order to demonstrate the skills they have been learning from their admission onwards.

23. Expectations on food preparation

It is Pear Tree's expectation that food prepared for the children is in line with a consistent healthy balance diet and that procedures to ensure food hygiene are adhered to. Members of staff are expected to hold, or attend a course to obtain, a Basic Food Hygiene Certificate.

24. Photograph album and scrapbook

It is an expectation within a Pear Tree home that a photograph album is kept for the house in which photographs of places of interest and special occasions can be placed. Each house should have its own camera available to record such events. In addition to this, each child should have their own scrapbook file in which they can place leaflets and information gathered from places of interest they have visited and also to contribute written accounts of interesting times they have had whilst staying with us. Photos may also be included in this scrapbook and members of staff should, therefore, be aware that during special occasions and visits it may be necessary to take more than one photograph, for obvious reasons.

25. Expectations and requirements

Morning Routine

All staff to be ready for duty and start work at 7am

- Children to be woken, encouraged and helped appropriately to be ready for the day - please see below.
- Staff to sit with the children and have breakfast together
- Children are to have their bedroom's checked by staff with the child/young person to ensure that they are left in acceptable way for the day, to include;
  Bed made, curtains opened, electrical items switched off, lights off, any laundry brought downstairs and that there is a good standard of tidiness and cleanliness. On completion of this children may be involved in the day's plans whether this be a School day or weekend / holiday
- Staff to return to the bedrooms once children are out to carry out any further safety checks necessary and to add to the standard of tidiness and cleanliness, in order to provide the children with the warmth and care of a good parent.

DAYTIME DUTIES:

7am - 8.30am
Expectations: Make beds, Wash/bath/shower, Have breakfast
Requirements: Dressed appropriately i.e. in winter, jumper and coat, appropriate footwear, Hygiene and presentation checked i.e. hair combed, teeth cleaned

9am – 4.30pm
Expectations: Education/Activity, Activities during "school-time" to be structured.
Requirements: Hand-over - Children to be at ready for Education / activity for 9.00 a.m. - either education itself or education-based activity, which can be more relaxed outside normal school times.

12.00'ish
Expectations: Lunch
Requirements: Lunch should be balanced. Food should be prepared by mos with assistance (if appropriate) of children.

1.00 - 4.30 pm
Expectations: Education / Activity
Requirements:

4.30-5.00 pm
Expectations: All appropriate paperwork completed.
Requirements: Hand-over to take place at designated workplace only unless prior permission given.Children who are cooking should not be left unsupervised.

EVENING DUTIES:

6.00'ish
Expectations: Evening meal. Some form of activity organised that will continue to engage children appropriately
Requirements: Evening meal and supper to be in line with healthy eating plan.

Bedtime
Expectations: Children to wash/clean teeth/prepare for bed.
Requirements: Each child should have a suitable "wind down" plan written into their care plan, agreed by all staff and followed.

11.00 p.m.
Expectations: Appropriate documentation completed., Night-check procedure completed. Mos to retire only after all children are asleep.
Requirements: In some circumstances checks throughout the night may be required.

Evenings, weekends and holiday activities can be more relaxed.

Children should behave appropriately with member of staff at all times.

Staff should know the whereabouts of all children at all times.

If a child refuses food or hygiene standards etc, response should be age?appropriate, i.e. if a young child refuses breakfast then an appropriate response may be "There's no TV until you do" or "Come on it will do you good, try it". If it is an older child it may be more appropriate to say very little but the food should be offered and then recorded that it was declined.

The same advice would apply to dress standards; in the case of an older child it may be an issue to be worked on by discussion. These issues are examples of difficulties that require "good parenting strategies".

It is important that all members of staff actively encourage children in their care to have high standards of presentation i.e. appropriate dress and hairstyles, as this greatly affects the way a child feels about him/herself. Whilst fashionable or more outrageous methods of self-expression can be considered acceptable when all is well with children, this can cause difficulties when children are unhappy, often compounding a spiral of deteriorating self-esteem. Issues such as these should be monitored carefully and children encouraged to present themselves in a way that will always promote self-esteem.

Children are included in the purchasing of food from normal retail outlets, the preparation and times of meals.

Dietary needs and preferences are available to all children and members of staff.

Children are encouraged to prepare their own snacks (under supervision if necessary).

The majority of meals are taken around the dining room/kitchen table with emphasis placed on good manners and promoting a socially rewarding experience.

Children should always receive constructive advice on appropriate choice of clothes, spending money wisely, choice of activity, the amount of time spent watching television.

Particular care should be taken when advising a child on his/her choice of toiletries, bearing in mind age, gender, emotional state and antecedents.

When appropriate, and after consultation, suitable financial arrangements should be made to give children increased responsibility to aid preparation for independence.

Night Time Routine

- Non-essential electrical items to be un-plugged
- External doors to be locked
- Internal fire doors to be closed
- Lights to be switched off
- Ground floor windows to be shut and secured
- Windows with chocks on to be checked
- Children to be checked to ensure they are settled to bed
- Door alarms and movement sensors to be checked and working

*By signing off the daily log at 11pm you are recording that all of the above checks have been carried out that day / night.

26. Dress code

Members of staff are advised to consider their dress code when at work. When attending meetings, attire suitable to the level of importance of the meeting is desired. When engaging children in activities it is important that appropriate clothing be worn conducive to the activity. At other times, casual but smart dress is required remembering to set a positive example at all times and bearing in mind, and being sympathetic to, the experiences our children may have had in the past. Please remember that, if accompanying children on outdoor activities such as fell walking, to be adequately equipped.

WHEN TO WEAR	**DRESS**
Attending Court	Shirt, tie, jacket for the Gentlemen and smart formal wear for the ladies. NO FCUK*, SPORTS WEAR OR TRAINERS
L.A. Review, psychologists, psychiatrists, consultants, Social Workers at their office, Police out of the home. ANY OTHER FORMAL MEETINGS	Smart Casual wear, open necked shirt, slacks. NO FCUK*, SPORTS WEAR OR TRAINERS
Outdoor Education, farm or similar.	Appropriate Outdoor Clothing: e.g. boots, fleece etc (or as above)
Farm or similar.	Old Clothes: Wellies, boots, overalls
General household duties, educational/ leisure visits, doctors, A&E.	Sportswear/casuals of choice. NO FCUK WEAR, revealing clothing

* Overt and obvious as part of design, small labels accepted.

** Exceptions may be granted if RSCW's are called into meeting after being involved in activities. The appropriate dress for the activity would be acceptable.

27. Reviews

Frequency of Reviews

1. Arrangements for reviews are to be made by the Placing Authority/Agency. In normal circumstances the review will be held at the Home and Pear Tree will make the necessary arrangements to facilitate the meeting.

2. A first review should be held four weeks from the date the child / young person was placed at the Home.

3. The second review will be held three months after the first review.

4. Subsequent reviews will be held at six monthly intervals.

5. Reviews will also take place if there are substantial changes in the circumstances of the care plan or if the child/young person, parents or significant others request a review.

Structure of review

The review will be structured to comply with the Review of Children's Cases Regulations 1991 and will be chaired by an Independent Reviewing Officer, Team Manager or service title equivalent.

Pear Tree Input

Pear Tree will make available to the review a written report detailing the child's /young person's circumstances whilst at the home, care plan, progress made, and where appropriate, recommendations will also be made.

BEING HEALTHY
* HEALTH
BEING SAFE
* EMOTIONAL AND BEHAVIOURAL DEVELOPMENT
* IDENTITY
* FAMILY AND SOCIAL RELATIONSHIPS
* SOCIAL PRESENTATION
* SELF CARE
ENJOYING AND ACHIEVING
* RECREATION
* GENERAL KNOWLEDGE
* EDUCATION
MAKING A POSITIVE CONTRIBUTION
ACHIEVING ECONOMICAL WELL-BEING

Whenever possible, the content of this report will have been discussed in detail; with the child / young person prior to the review.

Child's / Young Person's Involvement

Many children / young people find the review system difficult. Pear Tree, in conjunction with the social; worker, will assist in preparing the child / young person for the meeting and, whenever possible, help the child / young person prepare their own comments, desired outcomes for the review's consideration. Members of staff also encourage a child / young person to see to their guests and provide tea/coffee and possibly cakes, biscuits or sandwiches, to encourage a more relaxed and informal atmosphere.

NB The frequency of reviews is encouraged to be on the basis stated above, however, this is in the hands of the Local Authority and the review chairperson.

28. Pear Tree School Complaint Policy

Pear Tree School takes all complaints seriously. We also recognise that listening to what people have to say about our organisation and dealing with constructive criticism or trying to put something right after it has gone wrong is an important part of helping our organisation develop and improve.

In the event that a student, member of the public or a parent or their representative (member of Residential staff) makes a complaint regarding the services that they receive at Pear Tree School the following steps should be taken:

Wherever possible the complaint details should be kept confidential unless: -

a) The information needs sharing with the relevant local authorities.

b) The complaint has impact on relevant risk assessments.

This policy is available on request from head office.

The DfE guidance explains the difference between a concern and a complaint:

• A concern is defined as "an expression of worry or doubt over an issue considered to be important for which reassurances are sought". The school will resolve concerns through day-to-day communication as far as possible.

• A complaint is defined as "an expression of dissatisfaction however made, about actions taken or a lack of action"

Complaints received outside of term time:

We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

Withdrawal of a complaint:

If a complainant would like to withdraw their complaint, we will ask them to confirm this in writing.

Stage 1:

Informal Stage

Every effort should be taken to resolve the matter informally at the earliest opportunity. Informal complaints are directed to the relevant member of staff. Very often informal complaints can be resolved at this early stage by those who are most closely involved.

The complainant should raise the complaint as soon as possible with the relevant member of staff or the headteacher as appropriate, either in person or by letter, telephone or email. If the complainant is unclear who to contact or how to contact them, they should contact the school office: info@peartreeprojects.co.uk – 01388 776799

Stage 2:

Formal Complaints following unsuccessful resolution at stage 1.

If the complaint cannot be resolved informally with the member of staff, it should be directed in writing to the Headteacher. As Mr David Bartlett he is involved in the day to day running of the facilities at School, he is the person most likely to be involved in the initial assessment and consideration of such complaints.

The complaint will be given consideration normally within 2 working days. A written reply is to be provided to the young person and parent or their representative or both within five working days.

In the event that the complaint is found to be valid, an action plan should also be included within the reply as to how the complaint will be resolved.

Stage 3:

Appeal to panel hearing following stage 2 - Formal written complaint.

In the event that either parties are still not satisfied with the outcome of stages 1 and 2 the matter can be referred to the appeal panel. School office should be contacted via email/telephone call – info@peartreeprojects.co.uk 01388 776799.

A hearing will be arranged before a complaints panel. The information will be put before the appeal panel consisting of a minimum of three people, who are not directly involved in the matters of the details within the complaint. At least one member of the panel will be independent of Pear Tree School.

Parents, carers, students, members of the public and representatives making a formal complaint may be accompanied to attend the panel meeting by one friend, relative or other suitable person at the panel hearing. However, this does not confer a right on a parent to have a legal representative to make representations on their behalf at the hearing.

If the parent/carer does not exercise the right to attend a panel hearing, this does not remove our obligation to hold the hearing in conformity with this policy.

Following the hearing of the appeal, which should take place as soon as practically possible within ten working days, unless valid reasons as to why this may not take place i.e member of panel on holiday etc then a formal written response should be sent to all parties within five working days, including if appropriate to the person the complaint is about.

In the event the complaint is of a serious nature (safeguarding) about the Head Teacher this should be referred to the LADO.

Record Keeping

The school will record the progress of all complaints, including information about actions taken at all stages, the stage at which the complaint was resolved, and the final outcome. The records will also include copies of letters and emails, and notes relating to meetings and phone calls.

This material will be treated as confidential and held centrally and will be viewed only by those involved in investigating the complaint or on the review panel. This is except where the secretary of state (or someone acting on their behalf) or the complainant requests access to records of a complaint through a freedom of information (FOI) request or through a subject access request under the terms of the Data Protection Act, or where the material must be made available during a school inspection.

Records of complaints will be kept securely, only for as long as necessary and in line with data protection law, our privacy notices and our data protection policy.

Complaints which do not have safeguarding implications should be retained for a minimum of 7 years. Where there is a safeguarding angle: 'Records concerning allegations of abuse must be preserved for the term of the Independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.'

Persistent correspondence

Where repeated attempts are made by a parent to raise the same complaint after it has been considered at all three stages will be regarded as vexatious and outside the scope of the policy.

Reviewed: Jan 21

Reviewed February 2022

February 2023

29. Complaints Policy for Residential Homes

- Pear Tree takes all complaints seriously. We also recognise that listening to what people have to say about our organisation and dealing with constructive critisim or trying to put something right after it has gone wrong is an important part of helping our organisation develop and improve.
- We also recognise that if someone makes a complaint, that this should be dealt with without unnecessary delay, and responded to within 28 days of receiving such a complaint. A complaint can be made by any child / young person, parent, and significant other, outside agency or member of the public and may be minor or major in nature.
- In the first instance the Registered Manager or Senior Manager may take steps to try to resolve the complaint at an early stage.
- If the person who is subject of the complaint is one of the people mentioned above, the issue should be referred to colleagues of the same management level or higher for consideration
- Under no circumstances should the person making a complaint be subject to 'any form' of reprisal for making a complaint or representation.
- In the event the complaint is against the registered manager the companies Head of Service only should process the complaint.
- In the event the complaint is made against the Head of Service it should be referred by Pear Tree or independently to Ofsted and LADO.
- Any person making a complaint should be kept fully informed of the progress of the complaint and the outcome.
- The information will be shared with the local authority Social Worker.

Complaints made by: -

1.Parents, Significant others, Outside Agencies and Members of the Public:

If the nature of the complaint is regarding our education provision please refer to Pear Tree Schools Complaints Procedure.
If the complaint refers to any other part of our service provision please refer the issue to the Registered Manager/Senior Manager who will endeavour to:
a) Respond in writing within 28 days.
b) Refer the issue to the companies Head of Service for further investigation and reply within 28 days.

In the event that the complaint is about the Registered Manager / Senior Manager. You may refer the matter to the Head of Service for initial consideration.
The Head of Service may decide to appoint a person independent of the home and complaint to investigate the complaint and report to the Head of Service.
In the event that you wish to make a complaint regarding the Head of Service, this should be referred to Ofsted and LADO.

2. Complaints made by a Child or Young Person

- Young Person makes a complaint to a member of staff
- Young Person is encouraged to complete form "What I have to say"
- Member of staff to complete important information form giving background information and adding context to fine detail
- Complaint investigated by Registered Manager or appointed duty manager within 48 hours

- Documentation sent to Pear Tree Head Office within 24 hours
- Necessary action taken within 72 hours
- Report returned to Young Person and House Manager for signature and response
- Information circulated to local authority

NB. In the event that the complaint involved Child Protection issues Child Protection Procedures must be instigated and referred to outside agencies within 24 hours of the complaint being made.

Every six months the children are written to with the following.

- Letter
- Stamped addressed envelope
- Envelope marked 'Enclosed survey to be completed and returned in stamped addressed envelope'
- Copy of complaints procedure
- A What I Have To Say form
- A Guide for Children

This must be given to every child/young person and staff should ensure that they are read and understood by the child/young person. In the event that a child/young person has literacy problems this must be read to them. They should always be provided with a hard paper copy.

Those with literacy difficulties may also require help writing out their What I Have to Say Form.

Any complaints are processed. The surveys are given careful consideration, changes made where necessary/appropriate/possible.

If any complaints are received Head office provides a new form.

The address for Ofsted is:
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

30. A Guide for Children on Pear Tree's Complaints Procedure

While you are living at Pear Tree everybody involved in looking after you wants your time to be as happy as possible. However, from time to time, things happen that can cause you to feel unhappy. Quite often when you live with people, this includes the other children you may live with and also the adults who look after you, things can happen which can be put right. They can only be put right, however, if you talk to someone about them.

It does not matter how little or how big your problem may be, we want to help to put it right. It may be that talking about it; it will go away on its own. It may be that there are other things that need to happen before you can feel better.

There are going to be times when things that make you feel unhappy but that cannot be avoided. Quite often you will know what they are and why they have come about. Sometimes you may need to have it explained to you more clearly. Therefore it is important to know what to do and how to go about it.

In the event that something happens that you feel unhappy about, all young people at Pear Tree can chose anybody, providing they are a grown up, that they wish to help them solve the problem. Whomever you talk to will know what to do and what has to happen next. In the majority of cases it is best to speak to the Manager or Duty Manager, the people who are responsible for running the home in which you live. If, for whatever reason, you don't wish to talk to them you can always ask to speak to any other member of staff.

There may be a time when you don't wish to say anything at all and that is O.K. However, you must remember that by talking about your problems they can often go away, or it can help you feel better. Please remember that we are not just here to sort out problems that happen while you are living at Pear Tree; you may also have problems that have happened a long time ago, before you came to Pear Tree, that you would like to talk about. These are just as important to us as any other type of problem.

There may be times when you feel you cannot talk about things to anybody at Pear Tree and you need to know that you can always speak to your social worker at any time you wish to, providing it is not in school time. For example, you can always phone at lunchtime, at any break time, or after 4.30p.m. Social workers are often difficult to get hold of and you may need to leave a message – don't worry because they will get back to you.

If something happens on an evening and you wish to talk to someone who is not on duty – and this could be anybody who helps look after you – then you can request to speak to him or her. Don't, however, expect to be given their telephone number and be able to ring straight away, someone will contact them for you and they will get in touch soon.

Remember, if you wish to make a complaint, to make this clear. If you are able to, you might be asked to write a report about it, to help us understand what it is all about, on a special form. If you think this might be difficult, someone looking after you can help you with this.

What response can you expect once you have made a complaint?

We will acknowledge that we have received your complaint usually within 5 working days. This will be done by the person looking into your complaint.

We will then try to sort out complaints with the appropriate people looking into the complaint and replying to you within 28 working days, if necessary, with a formal response.

Once you receive a formal response you will be asked to decide if you are happy with the outcome.

If you are not happy with the outcome, you can appeal. A more senior member of staff/independent person will review your complaint and the outcome.

In the event that you feel you would like someone independent of Pear Tree or Social Services any member of staff will help you find an appropriate advocate and help you to be able to speak to them in private. Details of the different advocates available and their contact telephone numbers will be provided separately.

Telephone Numbers.
OFSTED 0300 123 1231 option 1
Social Worker -
David Bartlett. Tel: 07801595803
Child Line – Free confidential advice if you need to talk to someone. Tel: 0800 11 11
Help for Children living away from home - (Child Line) Tel:0800 884 444
Who cares Link Line - free phone for young people in care. 0207 017 8901
Kidscape - free confidential advice for you on lots of problems like bullying and abuse. Tel: 0845 120 5 204
Voice of the child in care - free advice for any child in care that needs support or wants to make a complaint. Tel: 0808 800 5792
National drugs helpline. Tel: 0800 776 600
Frank 0300 123 6600
Drinkline 0300 123 1110
Don't suffer in silence - government web site with advice if you are being bullied.
www.dfes.gov.uk/bullying/pupilindex
Sane Line – help for anyone with mental health problems. Tel: 0300 304 7000
Care leavers association. Tel: 0161 637 5040
School Zone- school and revision www.schoolzone.co.uk/students/studentspage Aim Higher – tips to help you into University/College. Tel: 01242 262906 www.aimhigher.gov.uk
www.thinkuknow.co.uk - Guide to internet safety and safe surfing for young people from Think U Know. Learn about online safety.

31. Members of staff receiving complaints

In the event that you have received a complaint, from a child / young person, of a nature that requires further action, it is important that, in the first instance, an Important Information Form is completed detailing the nature of the complaint and how it was received.

Secondly, notify, through normal channels, a member of senior staff who will endeavour to process the complaint and inform the Local Authority Social Worker responsible for the child / young person. If you feel that the complaint received and reported on behalf of the child / young person is not being handled in the way that you feel appropriate, you must be aware that you have the right to discuss the matter directly with the relevant Local Authority Social Worker.

32. The use of the telephone

It is an expectation placed on us by local authorities that children have access to a telephone, which is available to them without prior arrangement with a member of staff. This is to ensure that a child's liberty is not restricted in any way, or contact with any individual inhibited other than those calls which a court has requested to be monitored or restricted in any way and is specific to the circumstances. Therefore, the telephone within the home must be sited in a place whereby a child can have easy access and hold private telephone conversations if he/she so wishes. It would still remain our expectation, out of courtesy and the desire to promote polite behaviour that the child continues to seek permission and clarification that it is appropriate to use the phone. This must not be restricted and permission should be granted unless there are specific reasons, as outlined above, why telephone conversations should not take place and the fact that a child is expected to request permission is as stated above, in line with good parenting and should only take the form that would be expected within any family home. This is also part of trying to promote normal family life and not providing a system that is open to abuse without the normal expectations that would be placed on a child living within a family home.

Young people in care are encouraged to develop positive relationships with children outside of the home as well as within Pear Tree homes generally and the telephone is therefore one method in which this can be achieved. There are occasions when young people abuse this and use the telephone regularly for long periods of time especially if there is no expectation that the young person should contribute towards the cost of the phone call. It is our policy, as with many other aspects of the work that we do to try to create a less institutionalised environment as possible and that great effort is placed on trying to make the running of the home as normal to family life as is possible. As a result of this, it is not our policy to provide pay phones, unless it is deemed necessary, which would alleviate problems such as this. Therefore, there are times when it may be appropriate to have a money box placed next to the telephone whereby a young person can contribute to the cost of the telephone call if it was for leisure purposes only. Telephone calls to family and social workers should not be included in this and there should be no expectation for a young person to pay for such calls, nor should there be an expectation that we try to calculate the actual cost of the call and that all we request is that, if the young person wishes to make a telephone call, a small donation is included to contribute towards that cost, i.e. 10p per call.

Young people are asked to be realistic about the length of time they are on the telephone and members of staff may need to use their own judgement depending upon whom the young person is speaking to as to whether:

- the telephone call is becoming an abuse of a resource,
- it may be inhibiting other young people from using the telephone,
- it may be restricting incoming calls, or, as may be the case when working with difficult young people, that the member of staff may be required to speak to other people outside of the home as part of their duties.

Whenever young people are using the telephone and speaking to whomever, members of staff should, of course, always be aware of the child's mood before and after a telephone call takes place as such changes in moods may be demonstrating a difficulty a young person may be having in a relationship with any other individual outside of the home and assessments and judgements may need to be made regarding this. If members of staff feel that the telephone is being used inappropriately, in whatever way, i.e. verbally abusive, or if the telephone call appears to be causing some distress, the call should be terminated.

Phone Policy

1. This policy is subject to the provisions of any relevant order of the court relating to contact between the child/young person and any person. Details of which should be held in writing and should be entered into the child/young person's care plan
2. Subject to paragraphs (1) (3) and (6), all Pear Tree residential homes will ensure that children accommodated in the home, are provided at all reasonable times with access to a telephone, to make and receive telephone calls in private which they may use without reference to persons working in the home.
3. The registered manager may subject to paragraphs (1) and (4) impose restrictions, prohibit or place conditions upon a child/young person's contact with parent, relatives or friends, which they are satisfied are necessary for the purpose of safeguarding or promoting the welfare of the child in question.
   No measure may be imposed by the registered manager in accordance with paragraph (3) unless:

   a) the child's placing authority agrees to the imposition of the measure; or
   b) the measure is imposed in an emergency, and full details are given to the placing authority within 24 hours of its imposition.

4. Any measures that the placing authority agrees to must be confirmed in writing as soon as is practically possible.
5. Any measures that the placing authority has agreed prior to a child/young person being placed with Pear Tree must be confirmed in writing at the time of placement.
6. All restrictions, prohibitions or conditions on telephone contact in place must be entered in to the young person's care plan.
7. Pear Tree form PT.RP.PC11 should be used to record all agreements with placing authorities in regards to contact arrangements.

33. Single Cover Policy/Lone Working Policy for Smaller Homes

Definition:-
SINGLE COVER :- 1 Member of Staff 24hours per day with a maximum of 3 children with varying degrees of support organised around the home.
DOUBLE COVER :- 2 Members of staff 24 hours per day at all times.

At the time of writing single cover children's homes are becoming less and less popular and we are regularly asked the wisdom of such policy in light of the opportunity for malicious allegations to be levelled at staff, that a single cover may at first hand present.

This asks us to consider some fundamental questions that are important when looking after children who are survivors of sexual abuse or indeed looking after children generally in whatever client group. When considering these issues it is perhaps first of all important to understand the history and context from which our policies, procedures and methods have developed.

From the very beginning Pear Tree as an organisation was looking to help children in as less an institutional way as possible building on the principals of good parenting, normalisation, positive role models, in most importantly normal domestic dwellings. The terms ordinary houses in ordinary streets is a term you will find within our literature going back to the very early nineties.

The very first home opened in 1990 was not even acknowledged as a children's home. There was, at the time, no registration process. We were able to open up the home on the basis of finding a young woman who was prepared to make the home her main residence with a significant amount of support from other individuals allowing her time away from the property. The first children were placed as foster children, Pear Tree providing the property and the support network. As time progresses she spent more time away until the support team took over completely. The children being placed were 'fostered' with extra support.

In 1993 this unconventional way of working became more recognised with guidance from the Department of Health, terming the homes as 'special placements.' These were thought to be a useful way of looking after children that were difficult to place and from which the organisation began to grow. Bearing in mind that initial fees that Pear tree were being paid for such children amounted to less than 10% of the current charges, staffing had to counted hour by hour and only so much could be invested into properties to make such projects viable in terms of mortgage repayments etc. It was then clear that decisions had to be made in terms of a small project, low staffing input or bigger project with bigger staffing input.
Small project viable and achievable - bigger project unachievable.

At the time I was familiar in helping to support local authority children's homes that were looking after eight or more children with only two members of staff on duty and desperately little support available to them. In many cases we were contracted to take children out of the homes and look after them providing activities etc to give relief to such homes. These children often linking in with the support offered to our single covered facilities.

Another aspect of working in ordinary homes in ordinary streets is the number of rooms available. To look after three children and one member of staff would require at least a four bedroom property. Our initial homes sometimes only looked after two young people therefore a three bedroom would have been required. At no point in time did anybody jump up and down and say we would like to pay you more money to look after fewer children and to provide an extra member of staff. So financial

considerations were important and had to be considered, however, experience has taught us that there are many benefits to single cover facilities. To begin to understand these we do perhaps need to consider first of all
a) The client group
b) The considerations (Risk Assessments) given to children that are referred to our organisation.

We have whenever possible been able to select children (as a number of children that were being referred was so numerous that we literally did have and to a degree still do have the option of selecting the children with whom we wish to work). These children have always been primarily survivors of sexual abuse, however often going on to display sexualised behaviour to varying degrees as a result of their abuse. Looking after the full spectrum of difficulties from victimisation to sexual harmful behaviour.

They also however have other common traits. Children who are identified, as being appropriately placed at Pear Tree were children who were manageable in the main, did as they were told and responded to adult supervision. E.g. these were children who would not run away, they would not attack other children or staff. They would not commit criminal damage except to the degree that all children will do from time to time; i.e. run round the corner to see if you will chase them and then come home a few moments later with the familiar intention of packing their bags or the expected bouncing off and acceptable physical interactions between children. Occasional damage to a minimal and acceptable degree that can soon be repaired or replaced. Violence towards staff – fire lighting and prosecutions or even a record of criminal damage are patterns of behaviour looked for at assessment and if there is evidence of they will be rejected as not being appropriately placed in smaller homes. There may have been difficulties but it was hoped that these would be overcome.

In the main that has been the case. There have been times when we have got it wrong and extra support has been quickly provided or in some rare cases the children concerned have had to be moved onto elsewhere, but the aim of having settled children in a home working towards repairing their lives and overcoming the difficulties that have been thrust upon them is very much at the heart and sole of what Pear Tree is about and trying to achieve.

The idea having three children beyond normal parental control, beyond normal control within other establishments, living in a house together with one members of staff is not the field in which we were operating in unless by default in which case actions have had to taken fairly quickly. We were very much trying to provide a facility that was perhaps more structured and professional than fostering yet not the alternative institution, that was more often the case for the 'Residential Homes'.

Today we are still very much familiar with single foster parents so I pose the question ‘why because these children are being looked after by an organisation under different contractual arrangements, should such concerns be cast over single cover placements? Even when those contractual arrangements are quite clear from the very beginning in terms of the service that is being offered.

The other dimension to consider in respect of double cover facilities is the shear number of people involved in looking after a small number of children. This makes running a cohesive consistent team focusing on fine detail difficult to achieve. As you will appreciate relationship building is usually one of the major difficulties children that are referred to Pear Tree experience. Simply keeping the number of carers to a minimum is on its own a helpful dimension, and achieving cohesiveness and continuity much easier.

To date Pear Tree looks after 25 children in 6 different homes, 3 of those homes being in essence single cover homes looking after three children in each home, two homes looking after four children in double cover facility. One home looking after 8 children within a building that divides into 2. On one occasion one of our double cover facilities had looked after boys with sexualised behaviour problems for a period of time and then later girls who had been victims of sexual abuse. The period of time when the boys were living in the home was difficult to say the least, even with double cover support. The dynamics brought about by the extra dimension of another young man were difficult to manage. When the dynamics were changed and these boys moved to home looking after three young people in a single cover arrangement the result was that the difficulties subsided almost immediately and the whole house, children and staff alike became considerably more relaxed and all three young men began moving forward positively. That is not to say that looking after four young people in a double cover arrangement cannot be successful. To the contrary, the three girls who were living in a single cover home that moved to the double cover home and were joined by a fourth have remained stable. This simple analysis leaves me to consider that whilst double cover facilities can have their advantages they can also have their disadvantages. At the same time single cover facilities clearly have disadvantages but they also do have advantages.

Throughout our history we have always closely consulted with the staff teams, the feedback on a regular basis with only a few exceptions, was that single cover was a preferred option. One respected member of staff described double cover facilities as like being on holiday with the neighbours, nobody really takes the lead in deciding what you want to do, everybody goes around trying to please everybody else in terms of deciding on appropriate activities for the day, trips away etc. Honest feedback suggests that when two people are on duty looking after a small group of children that the adults join together as one group and the children become a second, there then naturally without intention develops a situation of them and us which can have further negative consequences. In a single cover arrangements there is one group and the adult becomes the leader of that group taking others wishes into consideration, deciding on the day ahead and progressing with a plan, closely followed by three young people eager to follow their leader (in a vast majority of cases). So therefore in our view single cover arrangements from a child centred perspective providing all goes to plan is most definitely a positive way of working with many advantages.When it does not go to plan then this needs to be reassessed and support brought in from the various avenues of support available, which we shall perhaps consider shortly.

The main concern that appears to be most discussed is the consideration the members of staff may be vulnerable to malicious allegations from children when working on their own and this is a consideration that has been looked at many times and professional advice taken.

The feedback coming from other agencies is that staff are immediately protected by double cover arrangements so that staff A can give witness to the conduct of staff B etc. However this falls apart in my view when you consider that if a young person is to make a malicious allegation, is it not equally possible that they would make an allegation if it is malicious against two people equally as easily as they could against one person? Thereby totally negating the line of thinking that you are safe with two people. Circumstances such as these are always unique however it is a genuine concern of mine that we do not fall behind false reassurance that these issues are avoidable by simply having two people on duty, and that we look more fundamentally at the characteristics of malicious allegations etc and take support from two most important elements namely that the children that are selected at Pear Tree in smaller homes do not have a history of making false allegations, malicious or otherwise and secondly that our energies are directed towards having positive relationships with young people and they subsequently move forward looking back on their time at Pear Tree with good memories.

In the twenty five years of operation, I can only recall four cases of malicious allegations. Two of which were gross attention seeking and completely dismissed, the other two were both deliberate attempts to engineer a return home to relatives against the wishes of other agencies and similarly dismissed. All allegations were made at the point of difficulties being displayed by the young people in question. Therefore the importance of positive relationships and this being the focus of the primary strategy should not be underestimated in my view. Whilst I have said earlier that the children selected to reside in Pear Tree's smaller homes do not have a history of making malicious allegations, circumstances do change hence the reason why the issue of malicious allegations is considered on such a regular basis within Pear Trees internal risk assessments.

So what other measure can we consider to provide staff protection?

Risk Assesment and Management

- First of all we need to have a management structure that listens very carefully to both staff and children. Information given by staff at the coalface to the house manager during supervision or staff meetings is of course very important to obtain an accurate view of ongoing situations.
- Likewise an organisation that has at its heart an ethos of listening to children and setting itself out to overcome problems and difficulties as and when they arise current or historic, has to be another important measure.
- We have house managers who are not purely in a supervisory or administrative positions but have regular frequent contact with the children at the coalface.
- As does our senior management in varying contexts is an aspect that I hope is never lost from our organisation.
- These managers are allotted undirected hours by which they can make drop in visits unannounced at any moment in time.
- Duty managers are also instructed to make similar drop in visits unannounced for the same reason in terms of quality control generally, but also to provide a system of accountability at all times.
- We encourage our social workers to come through the door as often as possible with varying success, we encourage looked after reviews to nearly always, without exception (except for very good strategic reasons) to be held within the home.
- We have a complaints procedure that is child centred not only in its presentation but also in its content in terms of encouraging young people to build positive trusting relationships with whomever they choose, and who can make complaints to whomever they choose at any point in time.
- We ask our staff team to document within the household log the comings and goings and observations that are felt required to monitor moods and dynamics within the home.
- We have an important information report system that can be used for anything from disclosures, complaints and general observations, that can fast track information through the management structure directly to the local authority social worker, where patterns of behaviour can be monitored and this is often relevant in terms of plotting young peoples fantasies or elaborate stories that are often prevalent and sometimes prove to be untrue.
- Varying levels of support are available from extra members of staff as required.

All of these systems come together to provide what I feel is a comprehensive package of protection rather than simply falling back on the theory that another witness needs to be present and that the hope that a malicious allegation is only made against one person.

In fact, if you consider the theory of double cover providing total protection, this only works providing two members of staff constantly work together. Protection from historic allegations fall apart immediately that it is identified that as part of the normal practice one to one is again encouraged or undertaken either in or out of the home to facilitate the various requirements of the different children/young people working within the home.
This line of thinking causes us to question the philosophy behind such thinking.

Earlier I discussed the period of time when Pear Tree was involved in providing support to local authority children's homes and whilst that may have been some time ago there are stories that I still feel are relevant to be considered today. Such philosophies often give the impression that the importance is in the running of the building (not dissimilar to that of current residential facilities for older people) and not focused upon looking after and working with the children.

There are two accounts that I think demonstrate this:

- On one occasion, I came across an incident where a most positive and competent residential social care worker underwent disciplinary procedures for leaving his post. The member of staff in question being on duty within the 'unit' on his own whilst the other member of staff was out and whilst only looking after one young person, decided rather than being confined within the four walls of the home and by way of engaging the young person that he was looking after went outside to wash his car, an activity that we are all familiar with as being popular amongst some of the young people that we look after, a good way of interacting and a building positive relationships. This kind of action would be encouraged at Pear Tree but it got this member of staff a disciplinary hearing for leaving his post even though the was literally ten yards from the homes phone. Needless to say the member of staff in question did not stay in the profession.

- Whilst doing the frequent number of assessments that we are asked to do for children who it is hoped a place at Pear Tree may become available we came across a team manager expressing huge frustration at the fact that she had arrived at the home in question one evening to find two children in the bushes in the front garden of the home having intercourse. The doorbell had already been rung and was answered by the homes manager. When the situation was made clear, the manager exclaimed that it was her responsibility to look after children within the home, not outside of the home despite there being many people on duty.

I am not entering into the field of tit for tat, our way is better than your way scenario but I do think that these stories are relevant in moulding ideas as I have done over the years, and asking ourselves to consider what are our fundamental philosophies and certainly these examples demonstrate flaws in the system.

If we accept that the only way that double cover scenario can provide categorical reassurance of protection in the event of malicious allegations we would have to either be a facility that purely manned the building and two members of staff remained in the building at all times or we would have to provide two members of staff to every child resident which would clearly be impractical and would require larger facilities to look after all these people and ultimately would lead us into quite right objections and allegations of providing an oppressive regime.

In addition to that we would still have to continually hope that if a malicious allegation was prevalent that it was only against one person.

Bearing all of this in mind I hope that this is by way of some explanation as to why we feel it appropriate to continue with a single cover policy in some houses and to promote other systems, other than false reassurance of an available witness.

Lone Working is in my view very much at the heart of child centreness and as much about an important fundamental philosophy as it is about economics quality assurance or protection.

As a result of the many elements mentioned above, whilst I recognise we have to move forward and need to provide more and more support as a matter of course and as such double cover facilities will probably overtake single cover facilities, I still very much hope that positive relationship building on a one to one basis remains at the heart of our organisation where positive outcomes are the priority.

David Bartlett
Head Teacher / Head of Service
March 2004
Amended July 2005
Rev. 2013
Rev. 2015

Support Systems

Whilst at first glance it may appear that Pear Tree as an organisation has very little in common with the Royal family it does however present one similar dynamic. We are all very much familiar of the Royal family referring to themselves as the 'firm,' presenting itself as a corporate entity and managing its presentation in a similar way.
Pear Tree on the other hand is a 'firm' that presents itself as much as possible as one big happy corporate family, the dynamics almost being exactly in reverse. Whilst as a firm it needs to function in the same way that other firms do, its presentation as such is kept where possible to an absolute minimum, as far as the children are concerned hopefully completely removed.

The presentation of a surrogate family within a professional context is something that has always been highly valued by the organisation and those that benefit from it. With this there are some disadvantages, in that the levels of support and goodwill are not clearly identifiable to those who may view us from other agencies. Therefore in an attempt to clarify these and also for the benefit of new members of staff who may be joining, it is important to appreciate the systems that are in place.

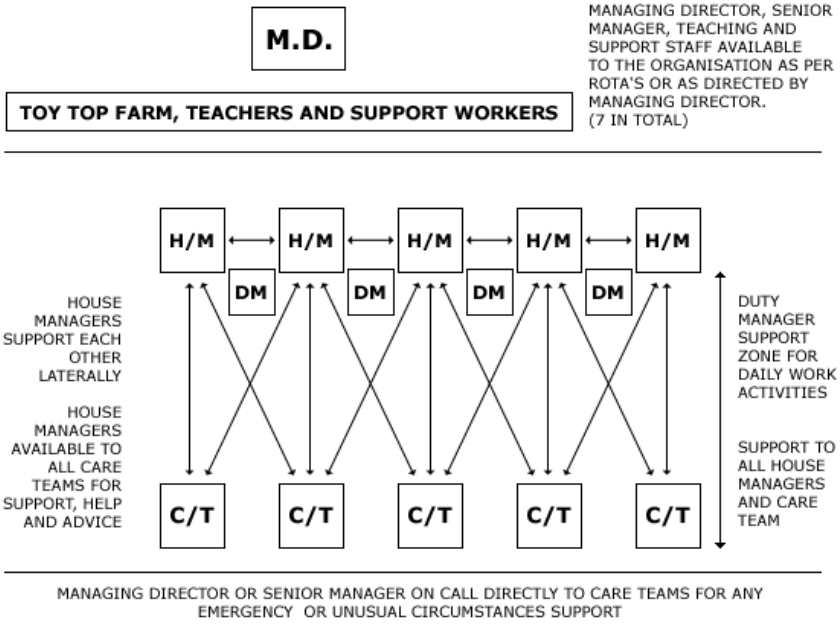
Members of staff, whom whilst at work are looking after some vulnerable, and in some cases problematic and disturbed young people need to be able to function effectively at all times. This effectiveness would not be possible without being completely aware of the amount of support that is available to them should situations arise where support is needed.

- The care team on duty may benefit from support from their colleagues at varying times and of course, the head of the household, the House Manager playing an important role in terms of leading the household as a whole, providing effective supervision to the staff on duty and conducting appraisals etc.
- After office hours a Duty Manager is always available and should for some reason the Duty Manager be held up on other duties the House Manager and/or Head Teacher/Head of Service are always contactable.

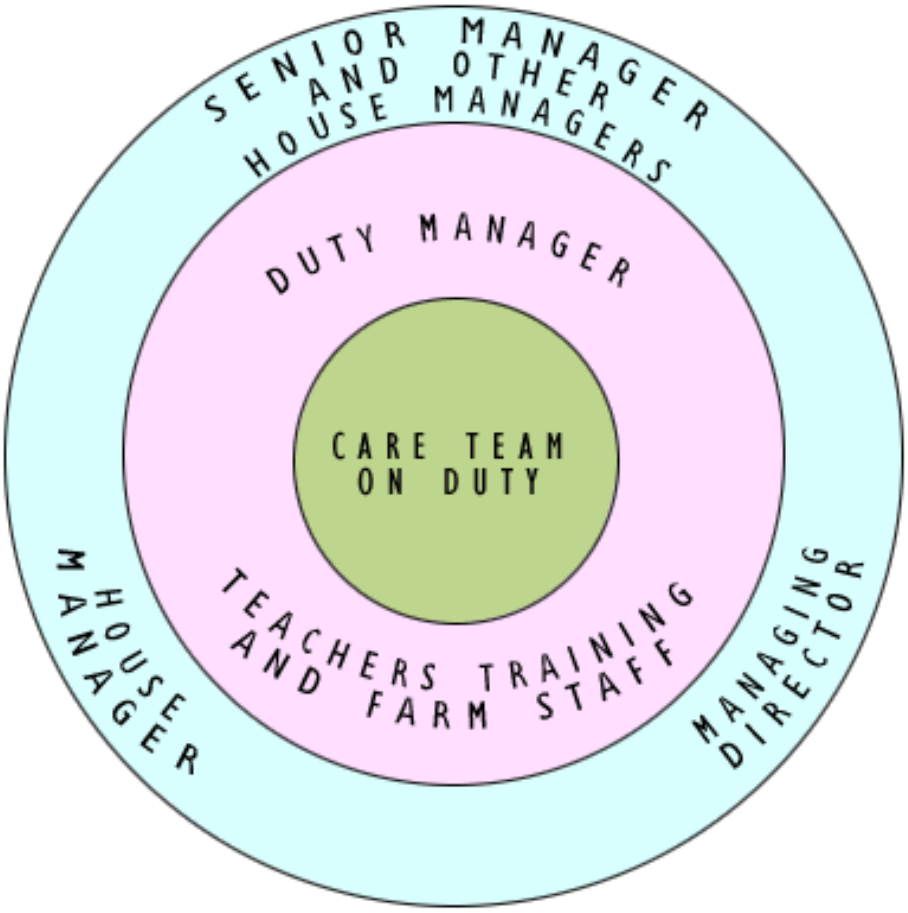
- In the worst case scenario when for some reason, perhaps a crisis situation, involves all of the above tied up on other duties then House Managers or Duty Managers from the 'Management Team' are always accessible to be contacted if support was needed under what would be clearly extraordinary circumstances.

To date there has never been a situation where everybody has been engaged in other duties, however, should the situation arise as such where behaviour is unable to be contained or managed and individuals, adults, children or property is put at risk then members of staff are advised to contact the emergency services in such circumstances.

The following models with explanations try to clearly set out the process of support that is available to everyone as part of this organisation, Table 3, sets out the action that should be taken in terms of who to contact, during the relevant circumstances.



SUMMARY OF SUPPORT SYSTEM



34. Supervision Levels in Pear Tree Homes.

The following advice is as a result of an identified need to clarify my thoughts as Head of Service following:

A) new staff unsure of how to supervise and lead children / groups of children.
B) recent advice published by the Law Society on 'The Deprivation of Liberty'.
C) Select Committee report on harmful sexual behaviour.

Within Pear Tree, there are 15 pillars that support / underpin the work we do, to recap they are:

ENVIRONMENT - The place children work, play and sleep.

VALUES - How they interact alongside the people they live with and the community(internal and external) that they are in contact with.

EDUCATION - TRAINING - ACTIVITIES -
What we encourage them to do while they are living in our homes. How we hope they learn from the experiences we offer.

These systems are organised by the company at a management level but are required to be maintained by all, for the benefit of all.

PROTECT - Children only make progress when they feel really safe. Safe from their past lives, safe from any threat which can include other children, external community, the broader Pear Tree community, or other residents within the home in which they live.

ENGAGE - The way in which staff employed interact with the children in our care and offer role model leadership to groups of children, or individuals on a one to one basis, offering support and guidance within the context of a nurturing parental relationship ,or as a teacher / instructor.

OCCUPY - The next stage of a developing process is to provide experiences from which children can learn. Whether this is by playing a game, taking them out for the day or supporting in education. It is this process that transforms the relationship from one of supervisor and young person to that of mutually shared experience.

RELATE - As a result of all of the above, the opportunity to develop a trusting therapeutic relationship.

INFLUENCE - Only when all of the above are in place, in the order set out, will staff of any designation be in a position to influence the child towards making that all important meaningful change.

The above is the responsibility of all staff, at all levels, and must be a priority at all times, whether this is at the coal face or at a management level to organise.

Within a school / education context, remembering that there is a symbiotic relationship between the residential homes and the school, each one dependant on the other, the following are required to be promoted by all.

INSPIRE - The need to create an environment where children are excited to be involved in their education and look forward to the next lesson or event. Where they can make the connection between

the task in hand and their future, both immediate whilst in school in terms of what they can do next, and the longer term.

MOTIVATE - Only if a child is inspired will he or she be motivated to want to learn more.

EDUCATE - Only when children want to learn do they actually make worthwhile progress, remembering the words of Monty Roberts, " There is no such thing as teaching, only learning, and it is the job of the teacher to create an environment where learning can occur." We provide a balanced curriculum that allows children to learn at their pace.

TRAIN - With the ability to learn and make progress, work on establishing a work ethic and the ability to function in the workplace can be developed with an ever increasing level of responsibility. These being transferable skills to any work setting.

EMPLOY - As a result of all of the above we hope our children will be able to continue with a meaningful daytime occupation following discharge with the aspiration of full-time employment whatever accreditation has been achieved. This has on occasions been for the first time in many generations.

The issues of supervision are considered in the second group of these pillars, starting with PROTECT. The main aim of supervision is to protect, (the most basic of parental instincts) either the child in question or others at risk from that child. The needs of individuals will always be different and knowing the children with an in-depth knowledge of their situation is always going to be important. Indeed, one of the main concerns identified within the guidance from 'The Law Society' is the need to protect children from systems that have been established for reasons other than to protect. These systems in other establishments have been set up often for practical reasons that may have been necessary at some time but have drifted without review. Therefore, there is a need to 'protect' the young person from the people who care for them and systematic abuse.

In depth knowledge is always relevant and I think a good analogy I have used for many years is to consider taking two small children for a game of football in the park. To get there you have to walk down a busy road. Child A you know to be competent at being able to carry the football without dropping it and it bouncing into oncoming traffic. Child B you know will be unable to carry the ball without dropping it into oncoming traffic and will most probably run after it and is likely to be run over. If you were to let child A carry the ball, child B/ will feel rejected and disadvantaged and maybe upset to the point that he runs off and places himself at risk. Child A may also feel sorry for child B and let him carry the ball when you're not looking. Know your children and the answer is clear. Carry the ball yourself!

What if child A's social worker claims you have disadvantaged him by not allowing him to carry the ball, even though you know him to be competent? The answer is to advise her not to undermine the adult responsible for making the decision at the time and if she persists in this view to take her child and his ball elsewhere! That is after every attempt has been made to take the child to the park without child B/, but then who does he play with, therefore the need is to identify another child, child C from another home who is also competent to come and play football, who can then walk down the road and take his fair share of carrying the ball. But then what of child B?

This analogy could go on and on, was there an appropriate risk assessment completed etc, etc, ? The answer is yes, whether it was written down or not, that's why Child B didn't get to carry the ball. The fact is we all want to be able to get on and live life safely and we also need to make it work for everyone, which is not always an easy task.

'The Law Society' advice is aimed at young people over the age of 16 years and therefore relevant to young people who should be developing their independence and need to be trusted to carry the ball regardless. The need to make mistakes in a supported capacity, should the ball be dropped there is someone there to remind him or her of the oncoming traffic. Indeed, it reminds us all of the need to remember what young people of that age should be able to do and our responsibilities to encourage that. With liberties are responsibilities, normal is not feral, normal is living up to responsibilities to yourself and others. These are the qualities in life we should all be preparing our young people to face and live up to. There has alway been agreement on where we want to be, how could you argue any other, the difficulties arise when we discuss how we get there and how quickly we try to make it all happen.

It also becomes more difficult when there is a risk of 'harmful sexual behaviour' this term is an overarching term to describe any behaviour that may be harmful to the subject, including vulnerability to others and 'sexually harmful behaviour' (by changing the words the inference is changed to mean behaviour of the child that is harmful to others) . Society, in my view, is not clear on what it wants those of us with the responsibility of looking after these complex children to do. On the one hand, we must ensure to provide age appropriate care without restricting liberty unless authorised by the court, but on the other, we cannot fail to protect the other children that may be at risk from the child in question. It may be the responsibility of the child who displays sexually harmful behaviour not to behave in such away, but it is our responsibility to protect the child s/he is placed with.

It is here we get to the nub of the issue. 'When there are identified risks we must seek to protect those that may be harmed.'

Within our homes, it is possible that one child may be more vulnerable than another, and at that point, we have to take responsibility for accepting them into our home with the risks identified. It is very rarely the case that all children are at the same level all of the time for all risks. It is, therefore, important to consider the potential risks within varying different contexts.

In the case of harmful sexual behaviour, we must always place importance on protecting the most vulnerable. We must also remember the context of the past history. A child that has abused younger siblings within the home environment doesn't necessarily pose a risk to all children they come into contact with within the community. It is within the home context (or school where close relationships and routine can be formed) that supervision must be maintained. Developing a level of independence increasing in small steps based on trust and competence is important to ensure is part of the plan, unless there is up to date information which changes the context to consider and factor into the plan.

Likewise, a child with a history of abusing anyone he comes into contact with in a predatory unpredictable way (very rarely do we ever have children that present such a high level of risk) will continue to present that risk unless successful intervention over time can be completed. It could be argued (and has been by one local authority home) that if they are out of the home that they don't pose a risk to the children in that home at the time. However, the young person will pose a risk to others outside of the home and in the event that an offence was to be committed the responsibility of the home will be questioned not only by the relevant agencies but by the community who may seek action, legal or physical repercussions (ie, an arson attack as has sometimes been the case due to the emotion that goes with the nature of the offence.) This would have direct consequences to the other innocent children within our home, therefore we need to protect them from this risk also.

It is important for the older young people that present a level of risk, that are intellectually able to discuss the issues, that they are onside with and agree with the plan which includes a level of supervision and support for an agreed period of time. The door is never locked but if they want what we offer they have to work with us to achieve our agreed goals. In the event they don't, alternatives can and will be found.

What can't be allowed to happen or be perceived is that our organisation imposes a punitive level of supervision without trial or conviction by a court or law.

It is important that individual risk assessments are reviewed regularly and risk assessments within the home, as to when bullying or abuse may take place, are reviewed regularly and with due diligence as to the circumstances at the time, taking into account the changing needs of the population within. We need to recognise that abuse happens within a context and that we don't need to walk around like the heavy mob to stop it from happening. Being alert, unpredictable in your practice and routine and stealth like is more effective than a prison guard approach. Any areas where this has been allowed to drift in need to review this practice immediately and find alternative strategies. (This has always been my view and is not a result of issues to do with deprivation of Liberty.)

We must also review each child's care plan regularly and recognise the need to develop self-reliance and seek to create opportunities for each child at a pace that is appropriate for them without 'drift'. It may also be necessary for a level of supervision to be agreed within the care plan and to have it agreed by the child and the placing authority.

Remember the importance of language, avoid saying "no you can't" and replace with, "could you help me with this instead". Having grown ups place what are thought to be unreasonable restrictions on children often leads to much more difficulty than you are trying to avoid in the first place.

The next pillar following PROTECT is ENGAGE, it is very much the ability to engage positively and kindly that supports the ability to protect and to move on through the supporting pillars that underpin all of our work.

David Bartlett MBE.
August 2016.

35 - 38. Behaviour Management Policy

35. Care and control, guidance and procedure

This guidance is derived from the Children Act 1989 Guidance and Regulations, Volume 4: Residential Care and the Guidance on Permissible Forms of Control in Children's Residential Care (April 1993). All staff should read and understand this policy document and discuss any queries with senior staff.

All staff should work towards creating a residential and care environment, which gives a firm structure and sense of order to the lives of the children for whom we care. If that, and the associated control and discipline are lacking, the children are likely to experience further difficulties when they leave the Home.

The successful conduct of the Home is dependent upon a combination of sound management; high standards of professional practice, thorough care planning and caring relationships. A major determinant of good behaviour and positive ethos of the home is the quality of the relationships between the staff and the children, and the appropriateness of the children placed with us. Such relationships need to be based on honesty, mutual respect and recognised good professional practice. Many of the children at the Home will need to experience care, which compensates for the loss of the attention and security they would otherwise receive through the direct care of their parents. In most cases, they will need "re-parenting".

Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour are well-defined. The children at Pear Tree need to be aware of what is expected of them and how the arrangements for their care actually work. The home must also provide proper provision for the social, physical, emotional, and intellectual needs of the children in our care. It is therefore important that we provide a structure for the child's day and that the correct balance is achieved between free and controlled time. Within this there should also be ample opportunity for children to participate in a range of appropriate leisure activities.

Problems will occur where expectations of behaviour are unrealistic or inconsistent, or insensitive methods of control are used. One of the principal purposes of control and discipline is to enable individual children to develop inner controls so that in time they learn self-control, establish feelings of worth and self-respect, are motivated towards improved behaviour and enabled to live in harmony within the social group. They should be encouraged to develop a proper awareness of their rights and responsibilities and those of others.

Pear Tree believes that it is important that the children in our care are consulted and their wishes and feelings ascertained in matters concerning them. They should also be encouraged to accept responsibility for their own care, appropriate to their ages and understanding.

This policy has the following components and staff should familiarise themselves with its contents and be committed to developing their own practice through individual learning, supervision and staff training:

1. Disciplinary measures:
   General
   Prohibited measures
   Permitted measures

2. External control:
   Living Together (Adapted from D.C.C. Policies and Procedures)
   External Control (Adapted from D.C.C. Policies and Procedures)
3. Positive ignoring
4. Use of electronic movement indicator (sensor)
5. Children who repeatedly fail to respond to the Pear Tree ethos.

Disciplinary measures

Children in care are children in trust. They are likely to be more damaged and present a greater degree of challenging behaviour than other children living at home or elsewhere in the community. It is our job to meet the needs of these children and to expect some difficulties in doing so. The Children's Act 1989 prohibits certain disciplinary measures and it is often felt by workers in the residential setting that there are few tools left to provide for the appropriate care and control of challenging children. This situation has arisen because of poor childcare practice elsewhere in the country where systems of discipline have developed such as "pin?down". Clearly such practices are unwelcome and have resulted in legislation restricting the use of certain disciplinary measures. No doubt such legislation and guidance will change from time to time. However current practice is dealt with in detail below:

A clear distinction must be made between disciplinary measures and measures taken to provide external control.

Disciplinary measures are those relating to sanctioning a child's behaviour when some misdemeanor has been committed. Any disciplinary measure should be appropriate to the incident and age and understanding of the child.

External control is a measure to ensure the safety of a child, others or property. External control must not be used purely to enforce compliance with staff instructions when there is no immediate risk to people or property.

On all occasions staff must be able to show that the method of intervention was in keeping with the incident, which gave rise to it.

Prohibited measures:

The following disciplinary measures are forbidden from use in any Pear Tree home:

- Corporal punishment:

The term "corporal punishment" should be taken to cover any intentional application of force as punishment including slapping, throwing missiles, and rough handling. It would also include punching or pushing in the heat of the moment in response to violence from young people. It does not prevent a person taking necessary physical action where any other course of action would be likely to fail to avert an immediate danger of personal injury to the child or another person or to avoid immediate danger to property. The use of "holding", which is commonly used, and often a helpful containing experience for a distressed child, is not excluded.

- Deprivation of food and drink:

Deprivation of food and drink should be taken to include the denial of access to the amounts and range of foods and drink normally available to children at the home but would not include instances where specific food or drinks have to be withheld from a child on medical advice. Equally it would

be inappropriate to force a child to eat food, which s/he disliked. It is right, however, to encourage a child to try a range of foods.

- Restriction or Refusal of Visits/Communications:

The value for most children of maintaining contact with their families cannot be overstated. The restriction or refusal of contact as a punishment is not permitted. However, it may be that the child's social worker has placed restrictions on contact.

- Requiring a child to wear distinctive or inappropriate clothing:

This includes clothes that are inappropriate to the time of day and/or the activity being undertaken, and also applies to footwear and hairstyles.

- The use or withholding of medication or medical or dental treatment:

This is totally forbidden.

- The use of accommodation to physically restrict the liberty of any child:

Locking external doors and windows at night in line with normal domestic security is not excluded.

- Intentional deprivation of sleep:

This is forbidden at all times.

- Imposition of fines:

Where there is a case of willful damage it would be proper for the perpetrator to be required to pay for, or at least make a contribution towards, the costs of repairs, or replacement of misappropriated monies or goods although in any case no more than a maximum of two?thirds of the child's pocket money should be withheld. Details should be recorded in the relevant recording systems in operation at the time.

- Intimate physical searches:

Such searches are totally unacceptable. Occasionally, and not as a punishment, a search of a child's clothing may be necessary, e.g. for weapons, but where this does not allay anxieties about the child's safety or that of others, s/he will have to be kept apart from the group and closely supervised by a member of staff. If it is suspected that a child has secreted drugs on his person, then the police must, without exception, be notified.

- Loss of dignity:

No measure should be used which deprives a young person of dignity, e.g. sending a person to "Coventry". Group criticism should be channeled through formal group sessions and applied positively.

- Racist or discriminatory practice.

Forbidden at all times.

- Any action designed to humiliate a young person:

We wish to build an environment where young people can learn to accept when they are wrong and humiliating a young person will breed resentment and lower self-esteem.

Permitted measures:

Staff should, whenever possible, use their personal and professional skills, to ensure that opportunities for misdemeanors are limited. This will involve being aware of the mood of the children and diverting them, when necessary, by engagement in other activities. Often unacceptable behaviour can be prevented by the use of a mild or more severe verbal reprimand. Such measures are more effective when staff enjoy a positive, caring relationship with the children. The imposition of formal disciplinary measures should be used sparingly and in most cases only after repeated use of informal measures have proved ineffective.

Only the following disciplinary measures may be used. When applied they should be contemporaneous, relevant and, above all, just as well as, of course, age appropriate. Their use must be recorded.

- Reparation:

This is where a young person is required to pay back or contribute towards the cost of repairs or replacement. As noted above, this may only be up to two thirds of weekly pocket money or weekly allowance.

- Restitution:

Apologising, tidying up, fixing broken item, etc.

- Curtailment or loss of leisure extras or activities:

This should be for a specified period only.

- Confiscation of any property which is considered dangerous or inappropriate:

All such property should be given to those holding parental responsibility for the child or destroyed after consent is given in writing by the child (only applies to biodegradable products).

- Grounding:

This should be for a specified period

- Going to bedroom early:

Up to one hour and only if age appropriate. This should only be used with the express permission from Senior Staff.

Senior Staff will keep under annual or more frequent review the appropriateness of the disciplinary measures approved.

36. Recording Consequences to Behaviour and Restraints

Consequences to Behaviour

All consequences to behaviour as listed in permitted measures and other measures are used in response to unacceptable behaviour that could be construed as a “punishment” by the young person, are to be recorded.

Each entry should contain the following information.

Young person’s name
Date of the incident
Time of the incident
Names of all present
Location of incident
Details of the incident

The consequence to behaviour
Period of consequence
Effectiveness of the consequence to behaviour
Young Persons comments (Written by them or recorded if possible)
Young Persons signature (If they have made a comment)
Name and signature of person giving the consequence/involved in the incident
Authorised by (If appropriate)
Signature of a registered person as proof of monitoring

36.b Consequence to Behaviour Procedure - Update

The following procedure is to be used whenever a consequence to behaviour is given:

A consequence to behaviour is a negative consequence or something withdrawn that the child may perceive as a consequence. If the child thinks it's a consequence it should be recorded as such.

1. Issue appropriate consequence to behaviour.

2. Complete 'What I have to say' form with the child, if they make no comment or refuse to write, enter no comment. Encourage them to express their views.

3. Take a photo of 'What I have to say form'.

4. Upload the above photo onto the appropriate Connect form. This may be a restraint form or a difficult and disruptive behaviour form. Make reference to this form in the space provided. It is not exclusively for consequence to behaviour forms only.

5. Send to line manager.

6. Original 'What I have to say' form to be filed in child's file.

7. The line manager must in every case forward to the responsible individual/head of service.

37. Living Together (Adapted from D.C.C. Policies and Procedures)

INTRODUCTION

Good quality care is inextricably linked to care practice, personal relationship, planning, and the participation of young people in the running of the Children's Home. Permeating throughout all of these are issues of control for both staff and young people.

Like many things there is a fine balance to getting the care environment right, too much or too little of the above can lead to significant disturbance and feelings of loss of self control and control of the environment. These are often common feelings shared with both staff and young people when situations seem to be going wrong

Staff in Children's Homes should aim to achieve good order by creating a positive environment rather than be concerned with maintaining control for its own sake.

Discipline and Control

These are covered in greater detail in the appropriate section, however in relation to the care environment;

The way we feel about the control we have over most of our lives can set the template for the way we feel in general. This is true of adults, young people and children and is particularly relevant to young people in care. Many young people are placed in homes as it is seen as the best option rather than what they would really choose. It is not surprising that having to deal with so many "losses" (loss of family, feelings of belonging, identity, community etc), young people occasionally become overwhelmed at the lack of control they have in their lives.

Feelings of being in control are very strong and should not be minimised, whether it is self control or control of our environment. Many areas of disturbance can be attributed to feelings of loss of control, again it is a fine balance to get things right. The aim must always be of giving as much control to people as they can safely manage.

Giving control through empowerment is very helpful in establishing an environment that young people and staff can invest in. Not only does this improve the general feeling within the home it also has dramatic effect on self-esteem and the ability to take charge of his or her own lives.

Therefore establishing external controls must never be taken lightly or seen as an end in itself, but a means of achieving a more comprehensive goal. That goal must be the physical, emotional and psychological well being of the community and each individual that makes up that community, the ultimate aim being giving back self control as soon as it is safe to do so.

In any well-ordered home, there will be occasions when young people display behaviour which is challenging or of concern because of immediate or potential risk of harm of the child, others or property. These types of behaviour may necessitate the use of disciplinary measures, increased supervision or physical restraint in order to briefly impose external control. However, these measures must only be taken within the context of the framework identified above. The use of physical restraint should only ever be used as a last resort.

Care Practices

Key principles involved in developing and implementing good care practices are,

Respect for and promotion of Young People's rights.

Providing quality care with high standards of practice.

ACTIONS

In order to achieve this, staff have to assume certain traits, this is based on positive encouraging action, rather than negative, disparaging reaction i.e.

- A consistent approach that is not an excuse for rigidity.
- A well established framework of general routines, which structure each young person's day and balance free and occupied time.
- Relationships between staff and young people, which are, caring and based on honesty, respect and recognised good practice.
- The positive encouragement of good behaviour by the use of reward.
- The frequent expression of approval by staff to encourage good behaviour.
- A problem solving approach which involves young people in partnership and
- negotiation.
- The use of co-operation with young people rather than confrontation.
- Realistic expectations of young people and their behaviour, bearing in mind each young person's home background, family and life experiences.
- Rules, which are kept to a minimum and boundaries, which are clearly stated, commonly agreed and consistently upheld.
- Staff who set standards by their own behaviour although but are aware that their l
- values/expectations may be different to the values/expectations and experiences of young people.
- Ample opportunities for a young person to participate in a range of leisure/constructive activities.
- Young people's participation in the running of the Children's Home via consultation and meetings between staff and young people.

Personal Interactions and Relationships

This section relates to the fact that staff must adopt certain key actions and behaviours in order to establish close, personalised, professional relationships

Underpinning these must be certain principles

- Commitment to the value of good quality relationships between the staff and young people.
- Recognition that personal relationship is one of the main tools employed in effectively working with young people.
- Supporting young people by giving them personal attention and meeting personal need.
- Belief that young people are able to make informed choices and decisions about their lives and that they should be given help and support to make choices and decisions.
- An awareness that at times it is not possible or appropriate to leave the burden of decision making to a young person.

Actions

- Promote young people's rights and welfare.
- Be polite, act in a respectful, accepting and non-judgmental way, show by example.
- Develop relationships, which are equal, balanced and fair.
- Respect young people/s right to be consulted and participate in decision making
- processes, which affect their lives.

Behaviours

- Talk with young people; check out whether they understand your meaning, be sensitive and attentive to what they say.
- Be aware that individual young people's values expectations and life experiences may be different to their own.
- Do not take a young person's behaviour personally; accept and expect setbacks in
- behaviour.
- Build on small success.
- Take account of the needs of all the young people; avoid actions, which could be seen as favouritism.
- Recognise that young people exhibit distress in various ways often showing anger in place of fear.
- Respond to the underlying needs of young people rather than presenting behaviour.
- See things through, keep your promises.
- Focus on individual needs and feelings, Support these.
- Give plenty of personal attention, even in a group personal attention can be given.
- Learn minor as well as major details about a young persons life, the little things can mean a lot.
- Be sincere, young people can quickly spot insincerity.
- Never forget an important date, birthdays, open evenings, special celebrations, and important cultural or religious festivals.
- Look for excuses to do something special, celebrate achievements, loud on Praise Quiet on Criticism.

Physical Contact/Touch

Appropriate physical contact is essential for young peoples health, welfare and development. Many young people in care have had negative experiences in relation to physical contact, which means that staff have to have a very clear understanding about what is acceptable and unacceptable. It is important to accept that everyone has different opinions, approaches and reactions to touch and physical contact. Accepting this leads onto the need to establish what others feel is right rather than your own perceptions.

Before placement, discussions must have taken place with young people, parents, past carers, social workers etc. To establish how the young person responds to touch. These discussions must be recorded and details given about what the young person finds
acceptable. This must always be included in the risk assessment.

Because we care for young people who may have had negative experiences of this nature it is important to remember that no matter how innocent a member of staffs intentions, their actions in regard to touch may be misinterpreted. With the prior knowledge gained from placement discussions, a

member of staff may and at times should provide hugs/touch as part of a young persons development, nurture, reassurance, comfort, but only if a young person finds it acceptable.

Do`s and Dont`s

- Do get into the habit of asking "Do you need a hug" "are you comfortable with
- this" "is this OK" etc.
- Don't assume that if it was OK last week that it will be this week.
- Do be aware of power differentials and that a young person might not be able
- to say that they are uncomfortable with this.
- Don't do it if you are uncomfortable with it.
- Do stop if it does not feel right or the young person is uncomfortable.
- Do hug around shoulders/upper body at the side.
- Don't hug face on with full body contact.
- Don't give body massages.
- Do rub liniment/sun lotion on limbs/back/shoulders (chest and face on young children unable to do it for themselves).

It is not acceptable to

- Hug when either staff or young people are inappropriately dressed
- (Swimwear, Nightwear, Underwear etc).
- To sit huddled up with a young person or in an intimately close way.
- To allow a young person to sit on your knee.
- Any form of kissing.

The only permissible departure from these is in consideration of younger or disabled children where it is specified in the care plan.

It is never acceptable to

- Touch any part of the body that may be misinterpreted as sexual contact
  (Thighs, Bottom, Breasts/Chest, Lower Abdomen, Genitals)
- Indulge in play fighting/horseplay l

NOTE: In the case of caring for young people with moderate to severe disabilities day-to-day care and promoting development may necessitate more intimate physical contact. This will be the subject of discussion and agreement prior to admission and the boundaries and acceptable practices will be clearly set out in the individuals care plan.

One to One Time with Young People

It is important that young people get one to one time with key staff. This may be with key workers or staff with specific skills or duties or as a result of pressing need. Ideally these should be programmed and planned as part of the delivery of the care plan.

Planned or unplanned, attention must be given to the subject of the one to one, the venue and possible reactions of those concerned and any risk factors involved relating to the situation or the young

persons history. This will lead to a determination of the venue, timing that ensures everyone's welfare is protected and access by back up or support for either person is considered and available if necessary.

One to one sessions should ordinarily never be held in either a staff or young persons bedroom, but should be in more neutral area. Sessions late in the evening should be avoided and actively discouraged through the night. The only departures from this are in the case of immediate and urgent need, or as a requirement of a care plan for younger children, or where close care and attention is needed for young people with a disability. Where this is routinely necessary it will be discussed, and agreed before placement or at review and set out clearly in the care plan.

House Managers/Key Workers should aim to have at least two one to one sessions with young people lasting at least one hour per week, Whether this is aimed at formal instruction or informal shared pastime it gives the opportunity for the development of close relationship without pressure from other tasks.

Care Practices involving young people of the opposite sex

It is important that young people receive day-to-day guidance and help from both male and female carers. The presentation of various caring tasks from either males or females will help young people develop a balanced view of gender roles. Tasks should not be determined by gender but by ability, helping young people develop positive multi role images of both men and women.

However,

It must be recognised that staff of the same sex should normally undertake some tasks. For example, guidance on sexual health, personal intimate discussions about development, intimate physical care, discussion about traumatic past events, may all be handled better by people of the same gender. The key to this issue is that young people have a choice. Where these occur with the opposite gender, gentle guidance should be given to advise them to seek out a person of the same sex.

Apart from homes, which provide single cover or single gender as part of their statement of purpose, young people should have access to either gender and be offered real choice of service from whatever gender staff they choose and feel most comfortable. At the very least they should have access to staff of the same gender and be able to access them in a reasonable amount of time (2 to 3 hours not overnight).

Where young people do not have access to the same gender staff, (such as an outing or single cover home), careful consideration and assessment of risk must be carried out in order to ensure that quality care and safe care is observed. The focus on gender availability must always be based on young persons needs and not organisational requirements.

Diversity

All young people in care have a care plan. Whether this is generated from an initial assessment, core assessment or as the result of a review, the foundation for the care that a young person needs is established. Within this there are sections that relate to needs that reflect culture, religion, ethnicity etc.

Typically these assessments do not go into sufficient detail to ensure that a young person from a diverse background receives the care and attention that they need to ensure that they develop without being hindered by being in care.

To this end it is very important that these matters receive focused attention from the staff within the home. Before young people are admitted and much more closely when they are resident, staff and particularly key workers need to spend some time determining precisely what life and development means for a person with their background. Staff need to do their research and not rely on assumptions or prior knowledge.

Discussions with parents, workers from the area, social workers, and key community figures will give insight into the young persons background. The home and family being primary information sources to ensure that a young persons diverse needs are met, further underpins the necessity to build strong workable connections with home.
In practical terms it has been shown that "homes" that value, support and demonstrate the range of diversity within the home help young people develop broad anti discriminatory view of their lives.

On an individual basis placing value on a young person from a diverse background helps develop positive self-esteem and self worth. Special effort must be made to ensure these young people get the extra support they need. A useful mechanism is to get the young person or family to share with the wider community of the home some of the values, beliefs and practicalities of their lives. Within the constraints of safe care, bringing people in from wider cultures will not only provide individual young people with growing self esteem but also help other young people and adults value other cultures and recognise the strengths (and weaknesses) of their own.

Much is done in schools, the home can support this work and amplify it by giving it special attention and acting pro-actively to generate cross cultural interest and challenge instances of discriminatory language and behaviour

38.a. External Control (Adapted from D.C.C. Policies and Procedures)

INTRODUCTION

This section of the Procedures on "Living Together" began with the premise that young people are most likely to respond positively to good quality care provided within a well managed Children's Home and that "Good Order" is best achieved through the provision of good quality care.

Emphasis has been placed upon on how good quality care can be achieved through Care Practices, Personal Relationships, Planning, Management, and the Participation of Young People in the Running of the Children's Home.

It has also been recognised that the smooth running of a Children's Home depends upon the creation of a balance between the rights and responsibilities of each individual. This includes both staff and young people.

The way in which this balance is maintained is by each person:

- acknowledging and accepting their rights and responsibilities; and
- exercising them in a way which is beneficial to themselves and therefore to the group as a whole.

By and large this process occurs in an implicit and unspoken way and can be seen to operate in most group living situations, including families as well as Children's Homes

However, there will inevitably be times when young people, for whatever reason, do not exercise their rights and responsibilities in a way which is consistent with their own welfare and/or the welfare of the group.

It is in these circumstances that it may become necessary for staff to impose controls in a more explicit way upon a young person or young people. In the following procedures this process is referred to as external control.

This reinforces that control is not an end in itself, but a means of achieving a more comprehensive goal which is the well being of both the group and each individual within the group.

These procedures aim to guide staff in respect of:

- measures which must be adopted to reduce the need to impose control; and
- the circumstances in which staff can impose external control; and
- The actions which staff can take to impose external controls

REDUCING THE NEED TO USE EXTERNAL CONTROL

All the procedures in this document aim to promote the concept that good quality care is a mechanism which should minimise the need to impose external control. The following are crucial processes in achieving good quality care:

- Planning
- Risk assessment and management

- The Admission Procedure
- The Atmosphere in the Children's Home

PLANNING

Planning can be effective in reducing the need to use external control in two ways:

- The process of planning itself conveys to young people a sense of structure and security in their day to day lives.
- The result of the planning will be strategies which make clear the specific measures which need to be taken in order to reduce the need to use external control.

These strategies fall into two categories:

- those which apply to each individual Children's Home; and
- those which apply to each individual young person

The strategies for each Children's Home must be:

- detailed in the Statement of Purpose and Function
- discussed at meetings between staff and young people
- reviewed annually by the Line Manager and the Home Manager

The strategies for each individual young person will aim to help them develop ways of exercising their rights and responsibilities in ways which are consistent with their own welfare and the welfare of the group. These must be:

- developed with consultations with young people and significant others
- detailed in each individual young person's care plan, and risk assessment with its associated strategy.
- be regularly discussed at staff meetings

ATMOSPHERE IN THE CHILDREN'S HOME

Staff must aim to create a caring environment which is responsive and appropriate to the needs of young people and which provides good quality care.

The elements and principles of good practice detailed throughout these procedures aim to achieve this and must be adopted, particularly those contained in: "The Care Environment" and "Living Together"

Staff must create an atmosphere in the Children's Home which is responsive to the needs of young people, promotes their rights, helps them understand their responsibilities, and encourage their participation and co-operation, and not a regime of punishment and control for its own sake.

Staff must aim to create a "safe" environment for young people where expectations and boundaries of behaviour are made clear, in a manner which is empathetic, concerned and responsive.

The Department has a duty to safeguard and promote the welfare of young people and also has a responsibility to promote and protect the rights of young people. The balance between these two concepts of young people's rights is, at times, a delicate one and whenever staff use external control they must aim to protect the former without infringing the latter.

ADMISSION

Following the admission procedure properly is particularly important, because it will ensure that placements are appropriate to the young person, to the Children's Home and to the other resident young people. It will also ensure that the appropriate information is shared between the young person his/her parent/s and the Children's Home and will provide a context to the young person as to how future stressful situations are likely to be managed.

The Admission Procedure should be followed as closely as possible to ensure:

- Placements are planned and are appropriate to both the Children's Home, the individual young person and the other resident young people.
- Everyone has clear expectations of the placement and fully understands its purpose, length, and their respective roles and responsibilities
- All the information necessary to ensure that the young person's needs are met is gathered from and given to the young person, his/her parent/s and other relevant people.
  When young people are admitted staff must explain to them and their parent/s that the Children's Home aims to provide a responsive, caring environment which promotes the proper exercise of rights and responsibilities. However, the possibility that staff may need, at times, to use external control must be acknowledged. See Admission Procedure. This means staff must ensure that information is given about:

- the young person's rights and responsibilities
- which behaviours are acceptable and which are not acceptable
- when and how external control may be used; in particular given and agreed about
- the circumstances in which physical restraint may be used

Arrangements must be agreed with parent/s and any other appropriate person about how they will be kept up to date with their child's progress, any problems which arise and any use of physical restraint

THE CIRCUMSTANCES IN WHICH STAFF CAN USE EXTERNAL CONTROL

The circumstances in which the use of external control become necessary are where young people, for whatever reason do not exercise their rights and responsibilities in a way which is consistent with their own welfare and/or the welfare of the group.

These circumstances will generally fall into three categories:

Situations where young people :

1. Present challenging behaviour, but where there is no risk of injury to themselves, other people or of serious damage to property.
2. Behave in a way which may cause them to be at immediate danger of :

- injuring themselves
- injuring another person
- seriously damaging property

3. Behave in a way which may cause them to be at potential risk of :

- injuring themselves
- injuring another person
- seriously damaging property

DECIDING WHETHER TO IMPOSE EXTERNAL CONTROL

It is the responsibility of staff to make an assessment of each individual circumstance and an assessment of which of the above categories applies.

The actions which staff can take are determined by this assessment. In making this assessment staff will be involved in exercising discretion. It is inevitable that staff will be exposed to allegations that they have not used that discretion properly. These procedures are intended to aid staff in exercising discretion and it is important to state that if these procedures are followed then staff will receive the full support of the Department.

Staff generally have no difficulty in assessing whether a young person is:

- presenting challenging behaviour, but is not at risk of injuring themselves, others l or seriously damaging property

AND/OR

- in immediate danger of injuring themselves, another person or seriously l damaging property.
  It is acknowledged that in assessing whether or not a young person is at potential risk of injuring themselves or others staff will be faced with an assessment of a much more complex nature.

The following section is aimed at helping staff make that assessment.

DETERMINATION OF RISK TO SELF OR OTHERS

In making an assessment of the potential risks of the young person injuring themselves, others or seriously damaging property, staff should take the following factors into consideration:

- the behaviour of the young person
- the known intention of the young person
- the known wishes and feelings of the individual
- his/her emotional state
- the age and level of understanding
- the personal history of the young person
- the influence of the other resident young people
- the influence of outside people - family, friends, on the young person
- any future events which may be influencing the young person
- knowledge of the young person
- how long the young person has been placed in the Children's Home
  time of day
- what has happened to contribute to the situation
- events leading up to the situation

In considering these factors particular attention needs to be given to the age and

understanding of the young person. As a young person grows, with age and maturity, they become increasingly competent to make assessments of situations and their own decisions. Conversely a parent's right to make decisions on behalf of young people diminishes. This has been embodied in Case Law and most notably in the case of Gillick v West Norfolk Health authority.

However, other Case Law has established that young people do not reach this level of competence at a fixed age. A young person's competence to make his/her decisions is determined not only by age and maturity, but also by the possible consequences of the decision. Depending on the circumstances the responsibility for making decisions will fall into one of three categories:

1. it will be the responsibility of the young person alone
2. it will be a matter of negotiation between the young person and staff
3. it will be the responsibility of staff

A decision which involves an assessment of the risk of potential harm clearly must not be left to a young person to make alone and falls into categories 2) or 3) above.
The more danger which can be foreseen in a particular situation then the less likely it will be that the young person is competent to make decisions.
Where a young person is proposing to do something where there is clear potential for him/her injuring themselves, others or seriously damaging property then staff can properly take steps to prevent him/her from doing so.

DECIDING WHAT ACTION TO TAKE

The action staff can take is determined by:

- which category of circumstance the young person's behaviour falls into
- which action is proportional to the young person's behaviour
- the plan for meeting the young person's assessed needs
- the plan for managing the young person's behaviour
- the intended positive outcome for the young person l
- the extent, danger, and urgency of the situation l

Note . If any external control becomes frequent and in the instance of restraint, more than twice the home must ask for a meeting between the young persons Social Worker, parents and others in order to analyse the situation and agree on a cohesive strategy for all to minimise or reduce the need for its use

38.b. Issues of Control : Acceptable Methods (Adapted from D.C.C. Policies and Procedures)

INTRODUCTION

This is an extremely contentious issue and these procedures aim to provide staff with guidance as to when and how a restraint may be used.

If staff are concerned about either the use of a restraint or any other form of external control, in respect of a particular young person, this should be raised with the Manager of the Home or the Head Teacher / Head of Service.

Staff should be aware that if restraint is not used lawfully, the Police could bring a criminal prosecution and it would lead to disciplinary action. In addition, the young person could have a right to take a civil action.

ABBREVIATIONS & DEFINITIONS

Restraint: The use of reasonable physical intervention or force.

RESPONSIBILITIES

Manager

- Will ensure that all staff within the home fully understand the circumstances for which restraint can be used.
- Will ensure that the staff team has suitable training, practice reflecting acceptable actions and guidance about the use of restraint is frequently given.

All Staff

- Will ensure that they only act within the boundaries of the companies guidance about restraint and will ensure that they attend any training in regard to restraint. This is provided by Team Teach, for more information on the training provided please visit www.team-teach.co.uk.

Team Teach techniques seek to avoid injury to the client, but it is possible that bruising or scratching may occur accidently, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.

ACTIONS

- Physical Restraint can only be used as a last resort.
- where any other course of action is likely to fail.

And is only permissible when there is a belief that

- the young person is in immediate danger of injuring themselves or others or causing serious
- damage to property.

OR

- the young person is likely to injure themselves or others or likely to cause serious damage to property.

And must never be used

- as a punishment.
- to cause threat or hurt.
- in an oppressive, threatening, intimidating, or bullying way.

Manager

- Will monitor all aspects of restraint and ensure that suitable debriefing of both staff and young people occur.
- Will ensure that staff receive guidance and attend regular Team Teach training.

Alternative strategies.

Awareness of self in restraint situations.

- Putting the care environment back together.
- Recording and actions following restraint.

All Staff

- Will act in accordance with the companies procedures, and will, apply only accepted techniques when restraining a young person.
- Only apply the minimum force sufficient to prevent the young person from injury or injuring others or causing serious damage.
- Will only apply force as long as is immediately necessary to prevent a young person injuring themselves, others or causing serious damage to property,
- Will use restraint rarely, as a last resort, and where any other course of action would likely fail.
- Will never use restraint as punishment, to cause threat or hurt, or in an oppressive, threatening, intimidating or bullying way.
- Will conduct their own behaviour in a calm, professional, manner giving clear simple and concise instruction.
- Will complete the appropriate records fully and accurately as soon as is practical following an incident.
- Will undertake training and refresher training as instructed by the manager.

The techniques of restraint

- Staff should only apply techniques of holding a young person that do not inflict pain.
- They should only use methods that do not stress limbs against their natural movement and strain joints or ligaments.
- Staff must only restrain in such a way that permits holding without applying undue pressure on the
- Young people should be held in such a way as to afford as much dignity as possible.
- Young people must be held in such a way that their breathing or circulatory system is not impaired.

- Staff must only use acceptable forms of restraint, which does not include, hitting, striking, punching, nipping, strangling, biting or squeezing a young person.

The purpose, safety considerations and aiming for positive outcomes

Staff must have clear intentions of helping a young person regain composure and self-control when holding a young person.
An attempt to restrain a young person should only be made if there is a reasonable expectation that it is safe to do so.
People must be acutely aware of their surroundings before any restraint is made, the physical conditions, location, and the group around the event.
Staff must be ready and able to release a young person as soon as they show signs of resuming self-control.

Alternative strategies

Prevention is always the better strategy, however, before a restraint happens staff must consider.

- What will happen if they do nothing, or leave the area?
- Is there someone else who can intervene to reduce the need for restraint?
- Can the young person be distracted away from their intended action?
- Is there a root cause that may be addressed to negate the need for restraint
- Can the situation be calmed by another course of action e.g. asking someone else to leave the vicinity or removing a harmful object?
- Can the young person be deflected long enough so that they defer their actions, giving an opportunity to talk?

Awareness of self in restraint situations

- Staff may feel a whole range of human emotions when faced with a possible restraint situation.
- Some emotions will be positive and helpful some negative and destructive.
- If your emotions will effect your actions severely, move away and get someone else involved.
- Strong emotions of fear, anger, or frustration must never be allowed to control the actions you take, you must contain these.
- Recognise what you are feeling and act upon them in accordance with the department's stance on looking for positive outcomes for young people.
- Win, win situations keep strong emotions in check.
- Be professional, be adult, and be caring.

Putting the care environment back together

The sooner a restraint situation is resolved the quicker life will return to acceptable limits.
Very soon afterwards ask individuals about possible injuries, damage to personal effects, offer to help with practical issues.
Play close attention to what the young person is saying, they will be dealing with very complex emotions, time alone is an appropriate response but needs careful unobtrusive monitoring.
Any restraint will influence the mood of those around you, ranging through excitement, fear, anger, and frustration.
Both the individual and the group will need careful close attention to help deal with their feelings.
Debriefing individuals and groups is helpful in putting substance around a restraint; focus on the lead up to it, the actual event and the aftermath.

Try and give yourself time to calm and order your thoughts, if possible and necessary take time out and encourage others to do the same.
No matter what you feel inside try to project a calm, caring and professional manner. Remember your feelings can carry over to other interactions unless you are aware of your feelings and contain them.
Deal with facts, select the timing of your discussions, do not blame others and get people to express emotions and feelings.
Express your intended outcome and be prepared to seek and receive feedback from both adults and young people.
Resume "normality" as quickly as possible, but keep testing the environment.
It is very importance to ask for and give advice about how to avoid the need for restraint in future. This should be done with the individual concerned, other staff, and young people.
Recording and actions following restraint
Deal with people first and the paperwork when it is calm and safe to do so, this should be done via our online system.
Record the event in the logbook and important information form, record of restraint book before you go off duty.
Your records should be carefully prepared, legible and report the occurrence in a concise but complete manner.
Ensure that the Child's Social Worker, Parents, Duty Manager, House Manager and Head Teacher / Head of Service are informed of the event within one working day.

4. Positive ignoring

When any member of staff begins their career at Pear Tree it is important that they acknowledge that Pear Tree is not simply a children's home but, as we term it, "Community Based Recovery Centre", and, if we want to elaborate, "which functions as a therapeutic community". Grand titles that, we must add, have been given to us by others and they need to mean as much as they describe. We have earned our reputation by helping children through difficult times, helping young people to come to terms with past experiences, and addressing the important issues as they develop, not by simply providing them with a home to live and the passing of time. Therefore, it is an expectation that every member of staff is involved in cohesive strategies to promote the well-being and welfare of the children in their care and help them overcome whatever difficulties they present.

During the time Pear Tree has evolved, it has become clear that there have been occasions when young people have stretched the patience and abilities of members of staff to the absolute limits and tested boundaries in a way that can, on occasions, be quite dangerous both to the young person and to all concerned. There have been occasions when children have been required to be restrained to prevent further harm to themselves or to others. However, different members of staff have different abilities in this area and not everyone is comfortable with this form of action. Indeed the responsibility to make a decision whether to use restraint lies with each individual and there is is no expectation by the organisation to use strategies that staff are neither experienced or confident in using.

We are also familiar with young people who are survivors of sexual abuse making themselves available for further abuse. Bearing this in mind, young people have, on occasions, tried to provoke members of staff to try to get them to physically assault them and may, at times, be physically and verbally abusive, possibly in an attempt to relive this kind of experience.

At times such as this, whilst there are occasions when children have had to be restrained, using physical force, it is often thought that this would only reinforce the behaviour they had learnt. Therefore, we have continually sought new ways to try to avoid such courses of action.

Scale of Justice

Before we get involved in the do's and don'ts, it is important to establish a fundamental basic principle that we have termed the "scales of justice". Not the most original of statements but very befitting the scenario that we are to put before you. Whenever we are recommending a course of action to take, whether it be that a young person's sexually abusive behaviour necessitates increased levels of supervision, or a ticking off for a very minor event, it is important to remember and have a picture in your mind of the scales of justice. On the one side, we have firmness, tight control of boundaries, and high levels of supervision. These scales need to be entirely balanced; the higher the level of firmness, the higher the tight control and boundaries and the higher the levels of supervision, the more warmth and empathy these must be delivered with. Most importantly, whilst we can acknowledge that you may feel warmth and empathy, this is futile unless you have developed strategies that demonstrate this clearly to the young person you are looking after. Difficulties begin to become apparent if the scales are unbalanced. Likewise, the less weight in the scales, the more superficial the relationship. The young people who come to Pear Tree have come because it has been decided, by many professionals, that they need a therapeutic relationship. It is our view that this relationship is achieved by increasing the weight on both sides of the scales, heavy equally balanced scales equals a therapeutic relationship. As a child progresses through the Pear Tree system, as many members of staff will be able to describe, we see the intensity of the relationship is able to be lessened to the point in time at which a young person is prepared and ready for discharge. Whilst the relationship may be genuine and heartfelt, to call it "superficial" would be inaccurate.

However, it is certainly not intense and therefore not inhibiting a young person's possible return home or into future independence. Likewise, we are familiar with other facilities and individuals that don't provide much weight (substance) to the scales and a superficial relationship is a very good way to describe this.

When looking at strategies, we may take guidance from the legislation that provides a framework for our existence. Throughout the Children Act 1989 and childcare legislation there is a great emphasis placed on ignoring bad behaviour and rewarding good behaviour. Whilst, under many circumstances, this statement alone will satisfy and give clear indications as to the normal expectations of residential social workers or people responsible for children generally, it is open to manipulation. There is a very fine line between ignoring bad behaviour and simply overlooking bad behaviour. Whilst members of staff may state that they are ignoring bad behaviour, the child's perception can often be that incidents are merely being overlooked. Alongside this, it is also often clear that children are in a position to acknowledge, in the finest detail, any inconsistencies in handling or approach in general attitude from members of staff. To a greater or lesser degree, children will make the most of inconsistencies. It is our view, advice needed to be devised whereby we could iron out any potential inconsistencies to the finest detail within the staff team. At the same time, we had to devise a strategy that would be effective in making an impression with regard to what was acceptable and unacceptable behaviour. As stated earlier, Pear Tree is not merely a children's home but is a community based recovery centre, to which children are referred for help and support and, above all, to find ways to help put wrongs right, whether this is providing some detailed discussion or by having an attitude and approach built in to the intrinsic day to day life within Pear Tree.

- Challenging children with inappropriate behaviour.
- Addressing issues, and
- Helping children/young people to find ways in which they can make their own behaviour more acceptable.

- The importance of relationships.

Therefore, designing effective strategies is one of our primary roles and implementing them effectively, by constant monitoring, is another important factor. Within the Children Act 1989 Guidance and Regulations Volume 4 Residential Care, 1.90 Disciplinary Measures states:
"It is recognised that some form of sanctions will be necessary where there are incidences of bad behaviour which would, in any family or group environment, reasonably be regarded as unacceptable. Often such unacceptable behaviour can be prevented by the use of mild or more severe verbal reprimand. The imposition of formal disciplinary measures should be used sparingly and, in most cases, only after repeated use of informal measures has proved ineffective. For example, there is no intention to reduce the authority of staff in applying reasonable mealtime discipline or in the discretionary use of special treats. There should be a system of reward, commendations, extensions of privileges, etc as well as sanctions. In normal circumstances, children should be encouraged to behave well by the frequent expression of approval by staff and by the generous use of reward rather than the use of extensive imposition of disciplinary measures.

Where sanctions are felt to be necessary, good professional practise indicates that these should be contemporaneous, relevant, and above all just. Children in homes are likely, because of the system, to be confronted as to the consequences of their actions by numerous adults. This often serves merely to compound misbehaviour and undermine the child's self-esteem. Staff should appreciate that when a misdemeanour is finished, then the subject should be dropped."

Within the text it is clear that the family or group must decide on what is unacceptable and acceptable behaviour. It is clear that it should be the relationship that the member of staff has with a child and the ability to have an effective level of reprimand that should be the focus of any disciplinary measures rather than any formal disciplinary measure, which should be used as a last resort. Again, the emphasis is placed on rewarding good behaviour and ensuring there is an ethos, within the home, that gives clear indication to any child of what is acceptable and unacceptable behaviour and, at the same time, overemphasising the fact that good behaviour is rewarded and acknowledged. If a child is displaying unacceptable behaviour then there must be a point in time when the child is given the opportunity to recognise the fact and that, having had the behaviour addressed, the child acknowledging that the behaviour has been addressed, the matter is dropped.

It is a fundamental part of any society that the particular society functions within a group. This is evident from the office 'clique' scenario that people feel they wish to be part of the various clubs and associations that we see today, right through to the larger institutions such as political parties or the United States of Europe. It is safer to be part of the group than not be. Political views aside, it could be suggested that the main focus on the importance of being a member of Europe generally is a fact that we are more afraid of what might happen if we are not a member than we are of the consequences if we are a member and accepted by that particular group. This appears to be part of human nature and our make-up generally.

Bearing this in mind, as a result of extreme behaviour by one particular child, we designed a strategy of positive ignoring and it has been acknowledged that this strategy was immediately effective in helping this young man in a way that was not thought possible. In the same way, it has also been used to help many other children in providing a totally non-confrontational method of handling difficulties that are often presented. This method has been referred to as "positive ignoring". During the time that this has been implemented it has been noticed that many people focus on the key issues of ignoring and forget the periphery ones which are of equal importance and quite often make the difference between

success and failure. Likewise, others have viewed it as a disciplinary measure, which it must never be allowed to be. It is however an effective way of handling difficult situations without confrontation.

It is important to acknowledge that when implementing such strategies, it is important to give children and young people a great deal of choice. By providing them with options and the ability to make choices, we are once again placing decisions for their future conduct back in their hands. These choices, however, must of course remain within boundaries. If poor behaviour is persistent it may be necessary to make it clear that this behaviour is not acceptable. If it is considered to be "inappropriate attention seeking" designed to gain a reaction from yourself it may be necessary to ignore this behaviour.

Also, it is important that the child is not told that they are being ignored and, in fact, they mustn't be aware of how any method or system of handling are structured. When ignoring, it is important that it is the relationship that you are utilising and that you do not want to have very much to do with this particular young person because their behaviour has fallen outside your acceptable boundaries. However, you will be more than happy to resume your relationship. This reaction has often been referred to as a “cold shoulder” and the member of staff may respond immediately, if appropriate, when the child’s behaviour falls outside the appropriate boundaries.

An appropriate simile would be that of a young toddler, of say 2 or 3 years of age. This is in fact an important point to make. Many of our children have been denied the opportunity of learning the foundations of relationships that are often experienced at this age. The lack of quality parenting often means that they have been disregarded and pushed out of the way. Sometimes it is necessary to try to develop strategies that are consistent with this age group. Therefore, if you imagine that a toddler of 2-3 years who presents disruptive tantrum behaviour, perhaps comes and hits you, and immediately after being verbally reprimanded comes for a cuddle. To offer the child a cuddle at this stage would reinforce the fact that if he behaves naughtily you get wrong, then you get a cuddle – in that order. It is therefore important, and many parents do this without thinking, to say “No, go away, I don’t want anything to do with you at the moment, come and see me later when you've behaved better.”

By making sure that the young person is well aware of the fact that you are ignoring them because of their negative behaviour, and the fact that they will be allowed back into the fold once their behaviour is within acceptable boundaries whilst, at the same time, ensuring that they are not in a position to manipulate this process, is in fact the key to potential success. It is so important to recognise when a child is responsive and seeking to conform with your expectations and to be receptive to them at that point in time. In fact, by allowing a young person to develop and culture a “conscience”, in a way that they perhaps have been denied as toddlers and as a way of firming up the foundations of your relationship, it is important that this process is seen and delivered in the most positive of ways and not as a punitive system.

This is, in fact, the most dangerous point of all. If a young person is being told that they are going to be ignored, or threatened that they may be ignored, and if they are ignored for a time limited period and then told how long they have left of that time limited period, if they are included in the system which has been developed, then this quite simply, is the beginning of systematic emotional abuse. There is a very fine line between an extremely positive method of caring for children in a totally non-confrontational way, the risk is that this may drift into what is in fact systematic abuse. Used, and delivered, in a positive way, with the key issue, the most important point, being the relationship that you have with a child and this process being the foundation of your relationship, then it can be effective, not only in managing a young person’s disturbed behaviour in a totally non-confrontational way, but also in helping them develop the fundamental lessons that we all take for granted around relationships.

In the majority of circumstances you will then see the child looking for acceptance and guidance on how to be accepted. Helping the child to understand, and to look at their options for future behaviour, is one of the most important parts of this process and should be handled clearly and sensitively.

Restorative process

The restorative justice system was developed by Mark Yantzi in 1970s Canada who discovered that conversations between victims and offenders was hugely successful in changing the emotional impact of the victim and the behaviour of the offender. A “win win” situation.

Restorative justice is a broader application in respect of people and relationships. It makes the person who has offended responsible and accountable with the ultimate aim of repairing what’s damaged, at its core relationships. When possible, trying to prevent issues before they start. This process puts victims at the centre and is valuable in terms of emotional support.

However, it must be remembered that this process doesn’t fit every misdemeanour, mishap or crime. To start with there has to be an identified victim that can engage in the process. The process has to be voluntary, and the offender has to want to engage. This I feel must also be genuine and not just a desire to reduce the impact to the offender with a reduced consequence.

The training currently being offered to those that work with young people promotes that it must not replace consequences but run alongside when appropriate. When meaningful then these consequences can and should be reduced.

Current regulatory requirements have lost sight of the detail. The ‘concept creep’ has gone as far as there are to be no sanctions at all, which are now considered bad practice, whilst any form of punishment is thought to be downright wrong.

(Regulation 21(2) states that “Sanctions for poor behaviour should not be punitive but should be restorative in nature, so that children are helped to recognise the impact of their behaviour on other children, the staff caring for them and the wider community. In some cases, it will be important for children to make restitution in some form to anyone hurt by their behaviour.”

This advice is wholly important and not to be minimised in any way, however key word here is “should”.

When the text uses the word ‘must’ in guidance it refers to a statutory requirement under primary legislation, regulations or case law. Where the text says ‘should’, it refers to a recommendation guidance and good practice. Source - Department for Education.

(The concept creep here is that this is currently being inspected by Ofsted as ‘must’ when it should be ‘should’. There are times when incidents occur that simply don’t meet the criteria for restorative practice and as such some form of sanction that provides restitution is required but this is not recognised at inspection. Managers need to be both cautious and skilful in the way they navigate such circumstances.)

The view is that restorative justice should be applied in every circumstances. leading to a situation where young people being brought up in regulated environments are left with a completely false view of the world which doesn’t prepare them for adult life and the real-life implications to relationships.

A recent consultation inspection by a credible national organisation stated - " UK law tells us clearly that people are criminally responsible from the age of 10 and whilst a children's home will usually (and hopefully) decide not to criminalise a young person, the same cannot be said for other places / people with whom the young people will interact on a daily basis. Therefore, we have to be mindful of not giving young people a false sense of the wider world, so educating young people around this is important in terms of their general life education and awareness".

The above statement clearly acknowledges that expected professional practice creates a false sense of being beyond the law which unless strategized for can damage young people's development.

Yet not that long ago in 2008 'The Authentic Warmth Dimension of Professional Childcare' (Cameron, R.J. and Maginn, C,) stated "in short, we know that parental rejection, abuse, neglect not only causes grievous developmental harm, but bodily harm as well. That the way our young people have been brought up and experiences of life can have an impact on the way a young person's brain has developed. Therefore, a carefully considered approach is nearly always necessary without it undermining good parenting styles and important natural reactions, in preparation for how the rest of the world may deal with these young people, once they are more exposed to the wider community".

The above recognises that young people with a history of adverse experiences have been damaged both mentally and physically however the authors also recognise the importance of good parenting and natural reactions. In this world of micromanagement and an overzealous regulator that scrutinises and criticises every comment, natural reactions are contained, and this comprises good parenting styles.

Those care managers and educationalists in whatever capacity of course are left to make sure as mangers they 'do things right'. What is needed is 'leadership' which is 'doing the right thing'. (Peter Drucker, father of modern management theory.)

As a result, those that are paid to look after and educate young people to prepare them for the adult world reinforce the problem by not ensuring that negative consequences are imposed for negative behaviour.

Many young people repeatedly offend as a result, but the statistics are impacted by the fact that many more incidents of crime are not reported, as stated, it is expected practice not to criminalise, leading to false statistics and information.

Restorative justice works; it must do! It does but not in every circumstance.

The next piece of the puzzle is if professionals are to engage in the process what is the process?

- Restorative Justice = what happens in the criminal justice system.
- Restorative process = how those working with young people interpret the lessons learned in the criminal justice system in everyday situations.
- Restorative practice = how the above process is implemented.

Restorative practice is important, and I also believe what every parent of meaningful intelligence does as a matter of good parenting. It's just not given a name or identified as a process. It is simply this :

1/ You have two children, one hits the other, this causes harm and distress. The parent takes control of the offender. As a result, the offender is remorseful and indicates regret over the damage caused.

2/ The parent talks with the offender and the victim together and gets the offender to acknowledge the harm caused and the impact on the victim. This should include reassurance that this will not occur again. If not, the process has not been genuine.

3/ The victim acknowledges the offenders regret and reassurance it will not happen again and feels supported by the parent. Their emotional needs have been met and relationships restored.

Whilst this is at a most simple level and should be built on depending on the circumstances, the above process has happened in every home and playground since time began, and playgrounds were invented. The restorative process is a way of ensuring all carers provide appropriate parenting by putting a framework around this so that everyone does the same thing.

Within this process anyone involved in group management of any size has to factor in the need for justice to be seen to be done. This is important to maintain harmony in the group and for individuals to feel safe and secure. To do this we must think about the issue of a suitable sanction. The two words crime and punishment have gone together for centuries. It is only with the abandonment of behaviourist theory that punishment has become a taboo word.

The purpose of punishment in a historical context is to deter the offender from repeating the same crime again. However, its primary role is to deter others who have witnessed an offence from copying or repeating the same crime.

The role of a ‘deterrent’ is not to be used. No one wants to inflict negative consequences on anyone. What is desired is that others see the potential for negative consequences and are deterred from doing the crime or negative actions in the first place. A factor currently missing from the equation of options when it comes to restorative practice.

Whatever you want to call it, natural consequences, sanctions or punishment, there must be some form of deterrent or further episodes of the same kind of behaviour must be expected.

Regardless of current trends, human behaviour is slowly evolving but not as quickly as we may think or wish it to be. When managing a group of people, the threat of some form of deterrent is fundamental to managing the group. It is how society works in an unwritten contract. These are the rules of the group, this is what happens if the rules are breached and the contract is broken.

The challenge for the group leader is to find an acceptable deterrent in the complexity of a progressive society. These are unique and vary depending on the circumstances of the group. However, the most likely effective deterrent is exclusion from the group on whatever basis. Human beings are social animals and usually want to be included and part of the group they are in.

In a restorative process it is not the exclusion that is important but the conditions upon which the person may return and be accepted back into the group. (This process is reflected in the join up and follow up process which was developed by Monty Roberts and has a positive impact as the focus is on the way in which the subject is allowed back into the fold of the group or the relationship with the adult in charge.)

School exclusions are an interesting subject to consider here as the word suggests, a student is 'excluded' for a period of time. As with a restorative approach this only works if the student is 1/ engaging and 2/ remorseful and regrets their behaviour and subsequently wants to return to their group.

In my view this should be led not by a predetermined time but this process of remorse and regret along with the desire to return.

Those that won't engage, are not remorseful and don't regret their behaviour the process of exclusion doesn't work as they don't want to be there anyway and are happy not to return. These students require constant engagement and not exclusion. The question is what kind of engagement?

The growth of 'alternative educational provision' in the UK has helped to develop quite creative ways of engaging young people who by their very nature are difficult to engage. Their challenge is to find ways to effectively alter their behavioural trajectory and not to pacify and reinforced their misplaced beliefs. In the absence of challenge reinforcement is often the outcome.

5. Children who repeatedly fail to respond to the Pear Tree Ethos:

As noted above, the children in our care are likely to present challenging behaviour and there may be times when they choose to disregard the values of the home. This is to be expected and our staff group has been chosen to reflect an ability to deal with this scenario. Staff should always remind themselves that at the end of the day, someone, somewhere has to manage the children and with our children that should be Pear Tree. Moving them on may solve a problem for ourselves but may compound the problem for the child. However, there will be some young people who repeatedly do not respond to the values of the Home, and in these circumstances consideration needs to be given to whether the placement is or can become appropriate. When this situation arises, after a period of careful monitoring, the placing authority will be contacted and the issues raised and discussed at a Review meeting. In exceptional circumstances, where the child is a severe risk to himself or others, Pear Tree may request the immediate removal of a child either on a temporary or permanent basis, or request the placing authority to fund additional services that may be required.

39. Children who attempt to run away - Missing child policy

This procedure must be followed in conjunction with Pear Tree's guidance on care and control.

All young people should have a "risk of absconding risk assessment" completed and any concerns should be incorporated in the young person's care plan.
In conjunction with the placing authority every effort will be made to ensure that the young person is correctly placed, to ensure that their needs are met and that any concerns the child has which may lead to the young person feeling the need to abscond are addressed in a supportive manner with the young person.

Any member of staff who has reason to be concerned about a young person who indicates his/her imminent intention to leave without permission, or run away, should take the following action:

1. The staff should give clear instructions to the child and warn him/her about the consequences if he/she does not comply.
2. The staff member may use his/her physical presence to obstruct an exit and thereby create an opportunity to express concern and remonstrate with the child. He may also hold the child by the arm to reinforce a point or secure the child's attention.
3. Where it is clear that, if the child were to leave and there is a strong likelihood of injury to himself or others, it is reasonable to use physical restraint to prevent him from leaving.
4. Such physical restraint should be eased by degrees as the child calms down in response to physical contact.
5. Post-episode counselling should be undertaken.
6. An Important Information Form must be completed and forwarded to senior staff immediately (or within 24 hours if Senior Staff notified verbally).
7. Staff should note that Pear Tree is an "open" facility. Where it is demonstrated that by running away there is a strong likelihood of injury to himself or others and the use of physical presence, and then, only if appropriate, physical restraint, has not resolved the situation, no further action can be taken.
8. If after this procedure has been followed, the young person runs away, staff should invoke Pear Tree's procedure for Children who are absent without leave.

40. Children absent without leave - Missing child policy

This procedure must be followed in conjunction with Pear Tree's guidance on care and control.

Procedure on being absent without leave:

When a member of staff decides that a young person is absent from the Home without leave, the following procedure must be followed. If the child has failed to return from arranged leave on time, the staff member should endeavour to contact the place where the child has been to get details. Staff should consider the circumstances of any possible delay, record the decision made and act accordingly. Where it is clear that a reasonable time has elapsed for a return, these procedures should be invoked.

1. The Duty Manager or Senior member of staff on call should be notified.
2. The event should be recorded on a daily recording form and other recording systems in operation at the time.
3. An Incident report - Absent without Leave should be completed by the staff member when the incident occurs.
4. The police should be notified and informed of the last time seen, by whom, the child's name / DOB / whether the child is in care / where, when and who missing with? / what the child was last wearing / description of young person / recent photo / medical history / time and location last seen / circumstances of going missing / details of family, friends and associates / details of the responsible authority.
5. The member of staff must also inform the police whether or not the child is arrestable having consulted the child's Abscondment Information Document. The police can arrest, without a warrant, young people who:
   * Have run away from a children's home where they are required to live as part of the conditions of a supervision order under Section 12AA of the Children and Young Person's Act 1969.
   * Have run away from a children's home to which they have been remanded by a court under Section 23(1) of the Children and Young Person's Act 1969
   * Have run away from a children's home where they were detained under Section 16(3) of the Children and Young Person's Act 1969. This relates to children on supervision orders who have already been arrested in order to secure their attendance at court and who then ran away
   * If the child is subject to a Guardianship Order under the Mental Health Act.

Any young person, who does not fall into one of the four categories above, cannot be arrested by police without a warrant.

6. During office hours, Senior staff or the Duty Manager will then notify the child's allocated social worker who will be responsible for deciding whether it is appropriate to inform the child's parent/s and any other appropriate people at that stage.
7. When the incident occurs outside office hours, the member of staff should contact the Duty Manager or Senior member of staff on duty, the local Police and the Emergency Duty Team for the local authority responsible for the young person, as well as the LADDO.
8. Staff must make a full search of the house/home to ensure the young person is not hiding within the house.
9. 'If appropriate' taking into consideration all circumstances. conduct a search of the local area.
10. In the event that a child/young person goes missing because they have suffered abuse at the home, this must be referred immediately to the local authority under the LSCB procedure.

The carer/s should also take all reasonable and practical steps, which a good parent would take, to secure the safe and speedy return of the child based on their own knowledge and the information within the child's care plan. If there is a suspected risk of harm to the child or those seeking to recover them, however, the carer/s should liaise immediately with the police.
For further information please see:

CSE Information Sharing Report (Final, May 2012)

CSE Risk Assessment Matrix (September 2013)

Leaflet For Professionals

Procedures (Final Version, May 2012)

Missing Children Procedures (July 2014)

Procedure on return

Young people who have been absent without leave may return voluntarily, be arrested by the police or be found and not want to return. When a child is found and does not want to return, it is the responsibility of the placing agency (whether that be the allocated social worker or emergency duty service) to make arrangements for the child's future care, which may or may not be with Pear Tree.

The following procedure applies to children who return to the Home:

1. On a young person's return, the member of staff should immediately notify the police, social worker(and Independent Return Interview requested- this must be completed within 72 hours), and senior staff. Where the staff member was responsible for informing parent/s and others of absence, they should also inform them of return.

2. The young person should not be berated for running away or being absent, although concern may be expressed regarding the period of absence. The young person should be welcomed back and arrangements made to see to his/her immediate needs, whether emotional, medical or dietary, without providing unnecessary attention.
3. Staff should observe the young person, provide the appropriate levels of support, and assess whether any further action is required. Staff should also give the young person the opportunity to talk about what happened and why. This should be addressed in greater detail at a later time.
4. Any report from a child that she/he went missing because of abuse at the home is referred immediately to the local authority department for consideration under Area Child Protection procedures, and appropriate action is taken to protect the child concerned and other children as necessary.

The member of staff should complete the Important Information Form detailing where the child has been, offences disclosed, reason for absence, child's health and emotional state, and any other matters of significance.

Ensure the young person is visited by a person independent of the running of the home and record that this has taken place.
One party wiill be the Police who will visit once informed that the young person has returned. The second will be the duty manager who will be informed once the young person has returned, at this point the young person will be offered an independent visit from their placing authority and if taken up the house manager will ensure that this takes place.

After the episode, staff should:

- Examine why s/he ran away.
- Offer the opportunity to raise any issues, which are important to him/her.
- Discuss the underlying problems and work towards resolving them.
- Ensure the young person's perspective is clearly understood and difficulties and problems are addressed and, whenever possible, resolved.
- Ensure that no profound problems remain which, unless resolved, could result in the young person running away again.
- Ensure any attention given does not compound any "attention seeking" motive.
- Staff should draw to senior staff's attention, strategies to respond to the individual needs of the young person and other methods of intervention, which minimize the likelihood of children in our care running away.

N.B. It must be remembered that some children will run away as part of their strategy to gain inappropriate attention. In circumstances such as these the member of staff must be careful that the above does not reinforce that behaviour. Members of staff should endeavour to design an appropriate strategy that determines the above with the least amount of “fuss”.

Children who are repeatedly absent without leave

Where the manager considers that a child:

I) is, or has been, persistently absent without permission from the children's home; or
ii) is at risk of harm,

Then the manager will ask the placing authority for that child to review that child's care plan.

Reviewing missing children policy

Before implementing, or making an amendment which are considered to be substantive to, the missing child policy, the registered person will
I) consult, and take into account the views of, such local persons or bodies as the registered person considers appropriate; and
ii) have regard to any relevant local authority or police protocols on missing children.

Reference
Regulation 16 (The children's homes regulations 2001 with amendments April 2014)
In house special edition on amendments to the children's homes regulations from January 2014
Statutory guidance on children who run away or go missing from home or care January 2014

Newcastle LSCB missing children and young people protocol: reviewed December 2012
Darlington LSCB operating procedures for children and Young People who either go missing from home or care: As agreed by Durham constabulary and Darlington LSCB agreed October 2011

40. Missing Flow Chart

IF A YOUNG PERSON IS UNRESPONSIVE, SENSIBLE CHECKS TO DO PRIOR TO INITIATING A MISSING FROM HOME PROCEDURE WOULD BE TO CONTACT FRIENDS, FAMILY OR CHECK SOCIAL MEDIA/PARENTAL APPS VIA THEIR MOBILE DEVICES AND TO LOOK TO ENGAGE WITH THEM TO AVOID THE NECCESITY FOR POLICE INVOLVEMENT. GOOD PARENTING WOULD BE AT THIS TIME TO USE WHATEVER RESOURCES YOU HAVE TO MAKE CONTACT WITH THE YOUNG PERSON. IF THERE IS STILL A CONCERN THEN THE FOLLOWING POINTS SHOULD BE FOLLOWED -

POINT 1 – CONTACT THE MANAGER/DUTY MANAGER TO INFORM THEM OF THE YOUNG PERSON GOING MISSING.

POINT 2 - BEGIN A TIMELINE OF EVENTS – NOTING THE YOUNG PERSONS LAST KNOWN CLOTHES WORN. FULL SEARCH OF THE HOME TO OCCUR AT THIS POINT ALSO.

POINT 3 – IF APPROPRIATE, A SEARCH OF THE LOCAL AREA TO BE DONE. NO OTHER YOUNG PEOPLE TO BE INCLUDED!!!!

POINT 4 – IF NOT KNOWN, THE YOUNG PERSON'S RISK ASSESSMENT, POINT 21, SHOULD BE READ AND UNDERSTOOD.

POINT 5 - POLICE INFORMED VIA TELEPHONE CALL AND GIVEN SPECIFIC RISK DETAILS. PHILOMMENA FORM TO BE EMAILED TO POLICE. (If appropriate)

POINT 6 - SOCIAL WORKER TO BE CONTACTED (OFFICE HOURS)

POINT 7 - IF OUTSIDE OF OFFICE HOURS – EDT FOR THE YOUNG PERSON'S PLACING AUTHORITY TO BE CONTACTED.

POINT 8 - IF THE YOUNG PERSON IS IN POSSESSION OF A MOBILE PHONE, ATTEMPTS TO MAKE CONTACT SHOULD OCCUR, THROUGHOUT. CONTINUE TO CHECK WITH FAMILY, FRIENDS AND SOCIAL MEDIA.

POINT 9 - IF THE CHILD IS LIKELY TO ATTEND A CERTAIN AREA/ADDRESS, THESE DETAILS SHOULD BE FORWARDED TO THE DUTY MANAGER AND POLICE.

POINT 10 – REMEMBER TO UPDATE THE TIMELINE WITH THE STEPS ALREADY TAKEN.

POINT 11 - IF/WHEN THE YOUNG PERSON RETURNS – CONTACT POLICE, DUTY MANAGER, PARENTS (IF APPROPRIATE) AND EDT, GIVING FULL DETAILS.

POINT 12 – SPEAK CALMLY TO THE YOUNG PERSON, OFFERING SUPPORT. COMPLETE RELEVANT IMPORTANT INFORMATION FORMS. ARRANGE RETURN HOME INTERVIEW.

41. Searches

Searches of the young persons possessions may only be carried out on clear grounds, which are explained to the young person. Search must be carried out as constructively as is possible. Clear grounds must be assessed against the criteria of: where failure to carry out the search would put the welfare of the child or others at risk.
Possible ground may include:

- Suspicions that weapons are present
- Suspicions that drugs or alcohol are present
- Suspicions that pornography is present
- Suspicions that stolen items are present
- Suspicions that fire lighting material, matches, lighter or cigarettes may be present.
- Or in the event of abscondment information that may lead to their whereabouts

All such searches should be documented showing the time, date and the reason for the search, noting if there was anything found, who carried out the search and who was present the record should be signed by all those present.
Ref. National minimum standards (standard 3.20)

42. Safeguarding and Child protection Policy

Pear Tree is committed to safeguarding and promoting the welfare of Children and young people and expects all staff to share this commitment.

To ensure continuity of care, this policy applies to Pear Tree School and Residential homes. The policy is available upon request from the office.

Other policies that relate to Safeguarding and Child Protection include staff recruitment, internet use, staff code of conduct, whistleblowing, bullying and complaints policy. We have no volunteers / agency staff. It will be reviewed and updated as needed and at least annually so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

Pear Tree uses definitions of the term 'safeguarding' from statutory guidance. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2023 as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Children and young people attending Pear Tree should be afforded, along with all children and young people, the right to live and grow in a caring and sympathetic environment where they are free from abuse from adults, other children/young people or "systems".

KCSIE 2025 section 172 etc reminds all schools that some groups of children are potentially at greater risk of harm than others, both online and offline. It identifies those who need a social worker, are absent from education, home educated, require mental health support, are Looked After or previously Looked After, care leavers, have special educational needs, disabilities or health issues, are lesbian, gay, bisexual, or gender questioning.

Staff at Pear Tree recognise that our children/young people may have suffered abuse whilst living at home before admission or they may be subject to further abuse when on home or other leave, whilst absent, or even whilst at the Home. Such abuse may come from parents, staff, strangers, other adults the child knows, or from other children.

Contact Details

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LADO Details:

North Yorkshire
Main office – Duty Lado – 01609 798005
lado@northyorks.gov.uk

Durham
Switchboard 03000 268835
CYPSLADOSecure@durham.gov.uk

Darlington
Switchboard 01325 405319
designatedofficer@darlington.gov.uk

Prevent – National Prevent Helpline – 0800 011 3764

Emergency Contacts for children:
Pear Tree School has 2 emergency contacts for every child in the school in case of emergencies.

Definition of a child
A child is anyone who has not yet reached their 18th birthday. (Working Together to Safeguard Children 2023). Working Together to Safeguard Children also emphasised that if a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, this does not change their status or entitlements to services or protection.

This document is written in accordance with Darlington Borough Council guidance. It has been developed in accordance with the principles established by the following:

- Keeping Children Safe in Education (September 2025) (KCSIE)
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (amended 2018)
- KCSIE incorporates the DfE guidance Sexual violence and sexual harassment between children in schools and colleges.
- Working Together to Safeguard Children 2023
- Information Sharing, Advice for practitioners providing safeguarding services for children, young people, parents and carers (May 2024)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
- Prevent Duty Guidance: for England and Wales (March 2024) (Prevent).

- The Prevent duty: an introduction for those with safeguarding responsibilities (Updated 7 September 2023)

Staff should always be alert to signs of abuse.
When abuse is alleged or suspected, our child protection procedures will be invoked, and the Local Authority Child Protection Team will investigate such allegations or suspicions of abuse. It is not the responsibility of Pear Tree to investigate such allegations or suspicions.

The welfare of the child is paramount during any investigation, and should the abuse occur/be alleged at the home or school, it may be necessary to remove a member of staff or child from direct contact with children during that period. Appropriate support will be given.

Staff should seek appropriate guidance from Senior Staff regarding any aspect of child protection and be committed to developing their own practice through individual learning, supervision, and staff training. In addition, all staff should familiarise themselves with Pear Tree's guidance and procedures on "Care and Control" and be committed to providing an environment and quality of care within the home and school that minimises the risk invoking child protection procedures.

Main categories and specific types of abuse
To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

KCSIE 2025, paras 25-28, identifies four main categories of abuse:

1. **Physical abuse**

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

Indicators of Physical Abuse:

1. Bite marks
2. Ligature (cord, string, rope etc.) marks
3. Burns and scalds
4. Cigarette Burns
5. Poisoning
6. Fractures
7. Internal injuries
8. Shaking injuries
9. Bruising

2. **Emotional abuse**

- Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child

opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

- It may feature age or developmentally inappropriate expectations being imposed on children.
- These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators of Emotional Abuse:

1. Degradation
2. Terrorising
3. Isolation
4. Corruption
5. Exploiting
6. Denying
7. Rejection
8. Bullying
9. Mocking
10. Name Calling
11. Teasing
12. Using sarcasm
13. Humiliation
14. Criticising

3. Sexual abuse

- Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (eg rape, or oral sex) or non-penetrative activities such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of our policy and procedures for dealing with it.

Indicators of sexual abuse:

1. Physical Signs - Fingertip bruising on inside of thigh, itching, soreness, repeated urinary tract infections, bleeding or injury in genital area.
2. Behavioural and Emotional Signs - Withdrawn, wetting or soiling, sexual knowledge inappropriate to age, excessive masturbation, seductive behaviour, kissing inappropriately, hints at sexual behaviour in words/drawing, self - destructive behaviour, running away.

4. Neglect and failure to thrive

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Neglect:

1. Impairment of growth
2. Pot belly, thin buttocks
3. Mottled hands and feet
4. Poor clothing, neglected appearance
5. Abnormally voracious appetite
6. Dry sparse hair
7. Lack of supervision
8. Failure to seek medical advice
9. Failure to attend school
10. Lack of stimulation
11. Unhygienic home conditions
12. 'Frozen watchfulness'

Specific Types of Abuse –

KCSIE 2025 Annex B contains additional information about specific forms of abuse and safeguarding issues, which Pear Tree reviews in relation to its students each year - **see appendix 2**

KCSIE 2025 section 158 etc, and the NMS, identify that boarding schools must consider additional safeguarding factors. Although Pear Tree is not a boarding school, its links with its residential homes means that it also addresses this responsibility carefully.

Child on Child abuse:

- We have a zero-tolerance approach to child-on-child abuse, which is never passed off as 'just banter' or 'Just having a laugh' or 'part of growing up' or 'boys being boys'; such an approach would risk creating a culture of unacceptable behaviours and an unsafe environment for children.
- It is crucial that all staff challenge all abusive behaviours between peers and report any concerns to the DSL.

- Pear Tree operates procedures to minimise the risk of child-on-child abuse and there are systems in place for children to report abuse, in which they have confidence, knowing their concerns will be treated seriously.
- Allegations of child-on-child abuse will be recorded, investigated and dealt with in accordance with our established safeguarding procedures. This will include support for victims, perpetrators and any other children affected.
- The lesson of "Everyone's Invited" was that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. At Pear Tree, we recognise this and are eternally vigilant. Whilst we recognise that it is more likely that girls will be victims and boy's perpetrators, all child-on-child abuse is unacceptable and will be taken seriously

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff are aware that children can abuse other children, this can happen both inside and outside of the school/home. If staff have any concerns regarding child-on-child abuse, they should speak to the Designated Safeguarding Lead / Deputy.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental well-being.

Procedure when abuse is suspected, reported or disclosed:

The following procedures must be followed in all cases where a member of staff is concerned that any child/young person at the home shows signs of suffering abuse, however this has occurred. This includes suspicions or allegations against members of staff or against other children or young people.

1. Any member of staff suspecting child abuse or notified of child abuse must immediately report this verbally and in writing to a Designated Safeguarding Lead. This includes situations where the allegations or suspicions involve colleagues, other members of staff, visitors to the Home / school, or others the young person may have had contact with whilst at or away from the home

in any capacity. Allegations or suspicion against any member of staff, must make the Designated Safeguarding Lead aware.

2. Any allegation against the Designated Safeguarding Lead must be notified to the LADO immediately.
3. The member of staff should take any action necessary to ensure the immediate safety of the child, which includes ensuring the child, is safe from further abuse. This should be done in consultation with the Designated Safeguarding Lead, if time permits and is appropriate, i.e. when that staff member is not the alleged perpetrator.
4. Whilst staff are advised to discuss concerns with the DSL, it is important to note that **anyone** can make a referral, and that referrals to statutory agencies do not require parental consent.
5. The Designated Safeguarding Lead will then immediately refer the case to the Children's Social Care Local Authority Child Protection Team for the area in which the child is resident and simultaneously to the Team Manager for the Social Worker of the child/children in question. If relevant the police will be notified. Telephone calls must be confirmed in writing within 24 hours and sent to Local Authority Child Protection Team. All homes have the relevant EDT / Duty Social Worker contact details for the child/children in question.
6. A written record on an Important Information Form must be made at the earliest opportunity, of all observations, suspicions, and discussions, which gave rise to the concern. Furthermore, the written record should include the following:
    - Names and relationship of all present.
    - Any injuries or signs of abuse observed or reported.
    - Any history given by the child, parents, staff, or others.
    - The behaviour of all those present.
7. A copy of this record should be forwarded to the Local Authority Child Protection Team for the area in which the child is resident and the Team Manager of the placing authority.
8. Where a Strategy Discussion is arranged, all relevant and appropriate information needs to be presented. It may be necessary to prepare a further detailed report for future meetings.
9. Allegations against any member of staff must be notified to the headteacher/head of service, if they are not available then the LADO should be notified.
10. In some serious cases it may be necessary to give serious consideration to the suspension of staff pending the outcome of any preliminary investigation or Strategy Discussion. In these cases, the member of staff is advised to seek legal representation. Formal suspension from duties is a mandatory requirement for any issue referred to outside agencies.
11. Additionally, members of staff and associates must be aware of, and follow, these guidelines without exception.
12. In the event of an allegation against a member of staff, management will endeavour to keep that member of staff appropriately informed as to the progress of any subsequent investigation and will be contacted immediately if there is any information to be forwarded. Members of staff should also be aware that Pear Tree acknowledges the stress that can occur during such an investigation, and it wishes to support members of staff completely during this process. Line managers will always make themselves available to provide support during the length of this process without compromising any investigation.

Supporting staff, staff training and safer recruitment practices:

We recognise that staff working within the homes and school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate and circulate regular safeguarding and child protection updates.

Pear Tree recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. Consequently, we will ensure that staff working in our homes and at our school are suitable to do so and therefore do not pose any kind of risk to our children. All members of the interview panel are trained in 'Safer Recruitment.'

All staff have access to our Employee Assistance Programme where they can receive confidential personal support for any practical or emotional challenge they may be facing.

Training

Safeguarding is the responsibility of all members of staff, and all staff should know what to do to raise a concern. It is therefore important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Guidance is provided to staff to help them recognise the additional vulnerability of some children because of their race, gender, age, religion, disability, sexual orientation, social background or culture.

KCSIE 2025 para 125 reminds schools that staff build expertise by managing safeguarding concerns, and that they should therefore contribute to and shape safeguarding arrangements and the child protection policy. At Pear Tree we have a day-to-day familiarity with operating safeguarding procedures and always play a part in assessing the suitability and effectiveness of the school's approach.

All staff are provided extra Safeguarding Training specific to Residential Care and Education covering the following:

- The start of the process, referral and assessment
- Group Dynamics, impact risk assessment for the home, school and community
- Managing groups in contact with other groups
- Supervising against the risk
- Support systems
- Dealing with disclosures
- Managing the process

As part of their induction programme all newly appointed staff, including part-time staff receive training in safeguarding issues. This includes reading, understanding and following:

- this policy
- Keeping Children Safe in Education (September 2025) Part 1 or Annex A – and Annex B for school leaders and those who work directly with children.
- Code of Conduct for Staff
- Low level concerns
- What to do if you're worried a child is being abused
- Whistleblowing Policy
- Behaviour management policy

- Safeguarding response to children who go missing from education/home.
- The role of the DSL and DDSLs and their identities
- Online safety and acceptable use of technology

Staff are expected to sign to note they have read, understand and will follow the relevant sections of KCSIE; this policy; the Code of Conduct for Staff; the Behaviour Management policy; and the Whistleblowing policy. The training for all staff will cover a number of aspects, including but not limited to:

- Part 1 or Annex A of KCSIE (and Annex B for adults working directly with children), this policy and the Code of Conduct for Staff
- contact details if they have a concern about the safety or welfare of a child, or a concern about the behaviour of an adult
- the signs that a child may be in need of early help or additional support, at risk of harm or suffering from harm
- indicators of abuse and neglect and specific safeguarding issues
- what to do if a child discloses abuse, including that confidentiality should never be promised and to avoid asking leading questions
- how to escalate concerns about a child and allegations of abuse
- inter-agency working, including in the context of a referral made to Darlington's Children's First Response, Children's Social Services and / or the LADO, the statutory assessment process and that the staff member may be asked to contribute to a child protection strategy meeting
- early help
- child-on-child abuse and how to manage a report of child-on-child sexual violence and sexual harassment
- online safety
- information sharing
- boundaries and appropriate behaviour, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, engaging in inappropriate electronic communication with a pupil, and so on)
- the existence and whereabouts of this policy, other relevant policies and safeguarding documentation including local authority procedures.

All staff should re-read and understand at least KCSIE Part 1 (and Annex B) for adults working directly with children) each time it is updated by the DfE and are told of updates by the DSL and Deputy DSL. Mechanisms to assist colleagues in understanding KCSIE include regular updates during education meetings and staff meetings.

They are also reminded of the:

- school's overarching safeguarding procedures
- Safeguarding and Child Protection Policy
- Staff Code of Conduct,
- E-Safety Policy
- Whistle Blowing Policy
- Acceptable Use of ICT
- Behaviour management Policy
- Bullying including cyber bullying

This is on top of mandatory online safeguarding training and training provided by Darlington Safeguarding Board / Educare / High Speed Training.

DSLs and DDSLs refresh their training every 2 years.

Staff training will also include alerting staff to the risks of radicalisation and extremism as set out in the Prevent Duty. Training in the Prevent Duty will include channel and knowing how to identify children and young people at risk. This training will be updated on a regular basis in line with recommendations from the local authority.

The school pays full regard to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, on-line checks, obtaining practitioner references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews, overseas checks where relevant and checking the Children's Barred List and right to work in England checks in accordance with DBS and Department for Education procedures
- Ensuring that all staff adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct- see Staff Handbook and Code of Conduct Policy.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following our Code of Conduct
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- Requiring all staff to disclose any convictions/concerns regarding immediate family members.
- Maintaining an accurate, complete, up to date Single Central Register

Listening to children

Children are given the opportunity to speak up and talk to a member of staff should they have any worries or concerns.

All children are aware of who the DSL and DDSLs are, teachers, instructors and residential staff remind children regularly of this information. Telephone numbers/websites/information regarding helplines and services specifically for children are displayed in all classrooms/utility areas.

We have a system of 'You said, we did'. This is specifically designed to provide children with an opportunity to request something they enjoy or would like to do and for staff to respond to the child. This highlights that children are listened to.

Talking to children

Any member of staff within the school or home who notices possible signs of abuse or who is approached should make it possible for the child to explain an injury, speak of personal experiences, which concern them or make a disclosure in a non-threatening environment. They should be reassured that they are believed and be told that further action may be taken, and the reasons given. Care must also be taken to reassure the young person that they are right to report the matter and that they are not to blame.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Within education children are in small groups and are supported by a carer from our residential homes.

Mental health
Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Every Mind Matters for links to all materials and lesson plans.
If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures in this policy and speaking to the DSL.
For further information please see our separate mental health and wellbeing policy No 83- Guidance and Good Practice.

Curriculum
Pear Tree School is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All students are informed that we have a Senior Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Information on how to access this support is clearly shown across the school, as described earlier in the policy.

The school is committed to ensuring there are opportunities in the school curriculum, for pupils to develop the knowledge and skills needed to recognise when they are at risk and how to get help. Learning opportunities can be found in a range of subjects including ICT, English, Spiritual, Moral, Social and Cultural Sessions (SMSC); Geography, Maths, Science and Land Based Studies. Aspects of learning include:

- developing healthy relationships and awareness of domestic violence, sexual violence and harassment, bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime, relationship abuse, and other abuse.
- recognising and managing risks including online, cyber bullying, online grooming for sexual exploitation and radicalisation enabling pupils to become safe and responsible users of technologies and the impact of new technologies on sexual behaviour, for example sexting and accessing pornography.

- enabling students to develop knowledge, skills and attitudes consistent with the promotion of British values.
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour.
- ensuring students have the opportunity to discuss controversial issues and develop tolerance and respect for others.
- raising awareness of female genital mutilation, honour killings and forced marriage.
- Finances including financial abuse.
- developing healthy relationships and awareness of domestic violence, sexual violence and harassment, bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime, relationship abuse, and other abuse.
- recognising and managing risks including online, cyber bullying, online grooming for sexual exploitation and radicalisation enabling pupils to become safe and responsible users of technologies and the impact of new technologies on sexual behaviour, for example sexting and accessing pornography.
- enabling students to develop knowledge, skills and attitudes consistent with the promotion of British values.
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour.
- ensuring students have the opportunity to discuss controversial issues and develop tolerance and respect for others.
- raising awareness of female genital mutilation, honour killings and forced marriage.
- Finances including financial abuse.

Additional aspects of safeguarding included in the curriculum are risks associated with:

- substance misuse
- gangs and youth violence
- mental health
- water, fire, roads and railways]

Learning opportunities follow the revised Statutory guidance published by the DfE in July 2025 for implementation in September 2026: Relationships Education, Relationships and Sex Education (RSE) and Health Education. Learning is evidenced through curriculum forms, pupils' books, classroom displays and class discussions.

Mobile and Smart Technology

Online safety is a paramount throughout the school and homes. A number of steps are taken to ensure a balance between children being safeguarded from online dangers and pupils learning the skills and knowledge to safeguard themselves in the future:

- Filtering systems are used (Clean Browsing) to ensure pupils are protected from and are unable to access inappropriate material.
- A filtering and monitoring log is completed and monitored by school leaders and the DSL.
- Pupils are supervised whilst using laptops and I pads and computer history is monitored by the school e-safety lead.
- Safeguarding filtering and monitoring meetings are held regularly.
- Pupils are prohibited from having their own devices at school including mobile phones.

- Pupils are encouraged to help create and sign a technology agreement to promote their responsibility (Copy available from the school e-safety lead). Pupils make reference to this throughout the year, this is also used to ensure pupils understand that they may be unable to use the devices available if they are not being responsible, safe or respectful whilst on devices.
- Online safety is taught at the beginning of each term to imbed learning and dispel any misconceptions.

Further information can be found in the Pear Tree Digital Technology document.

If remote learning should occur, pupils will be guided to follow the same advice and protocols that are embedded within school, including the technology agreement. Open communication with house managers and residential social care workers will ensure that pupils are accessing websites and documents provided by the teaching staff and not using the computers for anything else. Where possible, teaching staff will ensure any remote learning is accessible both online and in hard copy to guarantee pupils can access the learning if they are unable to follow the protocols and technology agreement set out and have therefore been stopped from accessing technology.

The school has updated the curriculum aspects of related policies to ensure that they are aligned to our child protection policy. This includes the school's online safety, relationships and sex education, substance misuse, smoke-free, equalities and anti-bullying policies.

Early Help Assessment
Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited • has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, and
- is persistently absent from education, including persistent absences for part of the school day.

We recognise that pupils who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of pupils at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never

be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

Vulnerable pupils
Some children will have suffered or are likely to suffer significant harm, and some children will need support from one or more agencies. In accordance with Darlington local procedures and reporting thresholds, the former should be reported to Children's Social care immediately; the latter should lead to early help, inter-agency assessment and intervention using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation.

Children with Special Educational Needs and Disabilities
Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our Pear Tree policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

1. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
2. the fact that these children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
3. the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing and signs; and
4. communication barriers and difficulties in managing or reporting these challenges

When working with children with disabilities, staff need to be aware that additional possible indicators of abuse and/or neglect may also include:

1. A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
2. Not getting enough help with feeding leading to malnourishment;
3. Poor toileting arrangements;
4. Lack of stimulation;
5. Unjustified and/or excessive use of restraint;
6. Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
7. Unwillingness to try to learn a child's means of communication;
8. Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
9. Misappropriation of a child's finances; or
10. Inappropriate invasive procedures

There is a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse a second. If children are behaving in particular ways or they are distressed or their behaviour or demeanour is different from in the past, staff should think about that as being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs. Children with SEND have a higher risk of being left out, or being isolated from their peers, and they are disproportionately affected by bullying. Our pastoral system makes sure that children with SEN and disabilities have got a greater availability of mentoring and support.

Children who are lesbian, gay, bi, or transgender, Intersex, Queer/Questioning and Asexual (LGBTQIA+)
The fact that a child or a young person may be LGBTQIA+ is not in itself an inherent risk factor for harm. However, children who are LGBTQIA+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQIA+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQIA+

Risks can be compounded where children who are LGBTQIA+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBTQIA+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and we have a range of support available to help our homes and school counter homophobic, biphobic and transphobic bullying and abuse.

Allegations against staff:
Levels of threshold - KCSIE identifies two levels of allegation/concern: those that may meet the harms threshold and those that do not ('low level concerns').

Allegations that may meet the harms threshold:
These are allegations that might indicate that a person will pose a risk of harm if they continue to work in their present position, or in any capacity with children in our homes and school. If it has been alleged that any member of staff including supply teachers, and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children: and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including because of transferable risk- i.e. behaviour that has happened outside of school.)
- If we identify:
- that a child has been harmed,
- that there may be an immediate risk of harm to a child, or
- if the situation is an emergency,

Concerns and allegations that meet the harms test should be addressed as below (see KCSIE 2025 para 70, and 359 etc):

- Any allegations against staff, DSL, supply staff or volunteers **must** be referred to the Head, who will do no more than basic enquiries in line with local procedures before referral to the LADO.

- Pear Tree School has a sole proprietor Head and in line with KCSIE, any allegations against a sole proprietor Head must be referred directly to the LADO (without informing the Head).
- Similarly, where there is a conflict of interest in reporting the matter to the Head, any such allegation **must** be referred directly to the LADO (without informing the Head).

Concerns that do not meet the harm threshold ('low-level concerns')

Along with the staff code of conduct and whistleblowing policy, this policy makes clear the importance of sharing ANY concerns that staff may have. These may arise from a variety of sources, including suspicion, complaint, a disclosure (by child or adult) or during vetting checks.

KCSIE 2025 describes it as critical that a culture is created in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This should enable an open and transparent culture, enable the early identification of concerning, problematic or inappropriate behaviour, minimise the risk of abuse, ensure that adults working in schools are clear about and act within professional boundaries in accordance with the values and ethos of the institution, and protect those working in or on behalf of schools from potential false allegations or misunderstandings.

A low-level concern is 'any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate contact outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.'
- These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:
- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with children on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

Low-level concerns about a member of staff should be reported to the Head. Staff should feel confident to self-refer where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Low-level concerns about someone employed by a supply agency or contractor should be shared with the head, the concern recorded, and their employer notified so that potential patterns of inappropriate behaviour can be identified.

Where a third party has raised the concern, the head should collect as much evidence as possible by speaking:

- directly to the person who raised the concern (if known);
- to the individual involved and any witnesses.

The headteacher should record all low-level concerns in writing. This should include:
details of the concern;

- the context in which it arose;
- evidence collected by the DSL where the concern has been raised via a third party;
- the decision categorising the type of behaviour;

- action taken;
- the rationale for decisions and action taken; the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible

Safeguarding children and whistleblowing:
A member of staff who has concerns about the behaviour of another member of staff towards a child can be confident that such concerns will be thoroughly investigated. All staff working within our school and homes must report any potential safeguarding concerns about an individual behaviour towards children immediately. No member of staff should have any hesitation about making any such report in good faith.

Record keeping in relation to allegations against staff:
It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegations were followed up and resolved, and any action taken, and decisions reached.

These should be kept in a person's confidential personal file, and a copy should be given to the individual. Such information should be retained on file, including for people who leave the organisation, at least until the person reaches the normal retirement age, or for 10 years if that is longer. The following information must be kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and (new) whether the outcome was substantiated, unsubstantiated or unfounded;
- a copy provided to the person concerned, where agreed by children's social care or the police
- a declaration on whether the information will be referred to in any future reference

Substantiated allegations should from September 2021 be included in references, provided that the information is factual and does not include opinions.

All Pear Tree Homes and Pear Tree School have a Safeguarding Log for incidents relevant to the home / school. This includes when a safeguarding concern is suspected in relation to children or staff. Pear Tree Head Office will maintain a central log of all additional or corporate concerns.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where a future DBS reveals information from the police that an allegation was made but did not result in a prosecution or a conviction.

The records must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. They should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where such a pattern is identified, the school/home should either take action through its disciplinary procedures or, if it meets the harms threshold, refer to the LADO. KCSIE specifies that, 'Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.' It is recommended that schools retain this information at least until the individual leaves their employment.
Detailed guidance is provided in KCSIE as to when a low-level concern should be referred to in a reference.

More detailed guidance and case studies on low-level concerns are available in Developing and implementing a low-level concerns policy (farrer.co.uk).

For further information please see - GDPR policy No. 71 - Guidance and Good Practice for Homes and Schools.

Further Guidance in respect of Allegations made against Staff:
This guidance has been developed as a response to "Working Together to Safeguard Children 2023" and "Keeping Children Safe in Education September 2025" which set out as statutory guidance the responsibility placed on all employers and other organisations who provide services to children. It outlines what steps to take when allegations of abuse or other inappropriate behaviour toward a child are made against someone in that organisation or contractors/visitors. It also outlines the process that will then be undertaken both within the organisation and by outside agencies that are involved. It also outlines the roles and responsibilities of key figures within the process.

The aims of the child protection procedures are to:

- Prevent unsuitable people from working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare and to take appropriate action to keep them safe.
- Contribute effective partnership working between all those involved with providing services for children.

A framework for dealing with allegations made against a person who works with children, Working Together 2023 and Keeping Children Safe in Education 2025, should be applied when there is an allegation that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Also in connection with his/her employment or voluntary activity, or where:

- Concerns arise about the person's behaviour with regard to his/her own children.
- Concerns arise about the behaviour in the private or community life of a partner, member of the family or other household member.

Recognising and Responding to an Allegation
There are a number of sources from which a complaint or an allegation might arise, including from:

- A child or an adult.
- A parent.
- A member of the public.
- A disciplinary investigation.

An allegation may also require consideration arising from.

- Child protection enquiries by Children's Social Care.
- A Criminal investigation by the Police.
- A Staff disciplinary procedure
- A Complaints procedure

- Or if an allegation relating to a child is made about a person who undertakes paid or unpaid care of vulnerable adults, consideration should be given to the possible need to alert those who manage her/him in that role.
- Or these procedures can also be applied if a complaint or an allegation is made against a person in relation to his/her work with adult service users, which causes concern about the welfare of an adult service user's children.

How to Respond to a Complaint or an Allegation:
The person to whom an allegation or concern is reported should not question the child or investigate the matter further, however they should:

- Treat the matter seriously.
- Avoid asking leading questions and keep an open mind.
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style.
- Make a written record of the information (where possible in the child's own words), including:
    1. When the alleged incident took place (time and date).
    2. Who was present?
    3. What was said to have happened.
    4. Sign and date the written record.
        - Report the matter immediately to the Designated Safeguarding Lead (DSL) or in their absence the Deputy Designated Safeguarding Lead (DDSL).
        - Forward the written record to the office within 24hrs.

Initial Action:
Inform placing authority and Ofsted at the earliest opportunity. (Residential homes)
The Designated Safeguarding Lead should not investigate the matter by interviewing the accused person, the child or potential witnesses. However, they should:

- Maintain detailed records (chronology) with dates and times.
- Obtain written details of the allegation, signed and dated by the person receiving the complaint, or allegation (not the child/person making the allegation).
- Countersign and date the written details.
- Record any other information about times dates and location of incident(s) and names of any potential witnesses.
- Record any discussions regarding the incident, any decisions made and reasons for those decisions.
- The police must be informed about any case in which a criminal offence involving a child may have been committed.
- If the allegation meets any of the criteria below the Designated Safeguarding Lead should report it to the LADO within 1 working day.
    1. The person has behaved in a way that has harmed a child, or may have harmed a child.
    2. There is a possibility that the person has committed a criminal offence against or related to a child.
    3. They have behaved towards a child or children in a way that indicates s/he is unsuitable to work with children
    4. Or in connection with his/her employment or voluntary activity, or where:
        - Concerns arise about the person's behaviour with regard to his/her own children.
        - Concerns arise about the behaviour in the private or community life of a partner, member of the family or other household member.

Referral should not be delayed in order to gather information.

If a concern or an allegation requiring immediate attention is received outside normal office hours the Designated Safeguarding Lead should contact Children's Services Social Care Emergency Duty Team or local police and ensure that the LADO is informed the next working day.

What happens next?

The LADO (in consultation with appropriate others) should:

- Establish that the allegation is within the scope of their procedures.
- Verify whether there is evidence or information that enables an outcome of the allegation.
- Consider whether further details are needed.

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer significant harm the LADO should immediately refer to Children's Services Social Care and ask them to initiate a child protection strategy discussion straight away.

If the significant harm threshold is not reached, but a police investigation might be needed, the LADO should tell the police immediately and initiate an initial evaluation discussion with the police, employer and other agencies involved with the child to evaluate the complaint or allegation and decide how it should be dealt with.

An allegations strategy discussion or initial evaluation should normally take the form of a face-to-face meeting with a dedicated minute taker wherever practicable. In an emergency it can be conducted by way of a series of telephone calls. The timescale from referral to strategy discussion is 2 working days.

A skilled, experienced Registered Manager / DDSL will normally chair the meeting, and the participants should be sufficiently senior to contribute all relevant available information about the allegation child and accused person and make decisions on behalf of their agencies.

The participants may include:

- Local Authority Designated Officer (LADO).
- Relevant social worker and his/her manager.
- Supervising social worker and his/her manager when an allegation is made against foster carer.
- Police representatives.
- Designated Safeguarding Lead for Pear Tree.
- Human Resources representatives as appropriate.
- A medical practitioner with an appropriate area of specialist knowledge, I.e., LAC nurse
- Where a child is placed by or resident in the area of another local authority, a representative of that authority.

The strategy discussion or initial evaluation, as appropriate, should also consider:

- Child protection enquiries by Children's Social Care.
- Criminal investigation by the Police.
- Review any previous concerns or allegations about conduct of the accused person.
- Decide whether there should be a S47 (Children Act 1989) enquiry and/or police investigation and consider the implications.
- Consider whether any parallel disciplinary process should take place.
- Consider whether a complex abuse investigation is applicable.

- Scope and plan enquiries.
- Allocate tasks and set time-scales.
- Decide what information can be shared, with whom and when.
- Ensure that arrangements are made to protect the child/ren involved and any other child/ren affected, including taking emergency action where needed.
- Consider what support should be provided to all children who may have been affected directly and indirectly.
- Consider what support should be provided to the person against whom the complaint or allegation has been made and others who might have been affected.
- Ensure that investigations are sufficiently independent.
- Make arrangements to inform the child's parents and consider how to provide them with support and information during enquiries.
- Make recommendations where appropriate regarding suspension, or alternatives to suspension, of the subject of the complaint or allegation.
- Identify a lead contact manager within each agency.
- Agree protocols for reviewing investigations and monitoring progress by the LADO, noting the target timescales.
- Agree dates for future strategy or evaluation discussions or meetings.
- Consider obtaining consent from the individuals concerned by the police and children's social care to share the statements and evidence they obtain with the employer and/or regulatory body for disciplinary purposes. We have a duty of care to share information with relevant bodies.

If the allegation is about physical contact, the strategy discussion or initial evaluation should take account of any entitlement by staff in certain professions to use reasonable force to control or restrain children in certain circumstances e.g. Section 550A Education Act 1996 in respect of teachers and authorised school staff.
A final strategy or evaluation discussion should be held at the end of enquiries to ensure that all tasks have been completed and where appropriate to agree an action plan for learning lessons in.

POSSIBLE ACTIONS AND OUTCOMES

Resignation
The fact that a person tenders his or her resignation will not prevent an allegation from being followed up in accordance with Local child protection procedures or criminal investigation and a conclusion reached.

Wherever possible the person should be given a full opportunity to answer the allegation and make representations about the allegation. The investigation should continue to a conclusion even if that person has resigned or the person refuses to cooperate.

Disciplinary Process
The LADO should discuss with named person and agree what action is appropriate in all cases where:
- It is clear at the outset or decided by a strategy discussion or initial evaluation that investigations by the police or enquiries by children's social care are not necessary.
- The employer and LADO is informed by the police or the Crown Prosecution Service (CPS) that a criminal investigation and any subsequent trial is complete or that an investigation is to be closed without charge or a prosecution discontinued.

The discussion should consider any potential misconduct or gross misconduct on the part of a staff member and take into account:

- Information provided by the police and/or children's social care.
- The result of any investigation or trial and the different standard of proof in disciplinary and criminal proceedings.

The options could range from no further action to not using the person's services in future. The nature and circumstances of the allegation and the evidence and information available determine which of the range of possible options is most appropriate. In line with disciplinary procedures.

Where the initial evaluation decides that the allegation does not involve a possible criminal offence it will be dealt with by the employer who should institute appropriate action within 3 working days.

If a disciplinary hearing is required and it can be held without further investigation, the hearing should be held within 15 working days.

Where further investigation is needed to decide upon disciplinary action, the employer and the LADO should discuss who should undertake that.

In some circumstances it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the employer or person's line management to ensure objectivity.

In any case the investigating officer should aim to provide a report within 10 working days.

On receipt of the report, the employer should decide within 2 working days whether a disciplinary hearing is needed and if so it should be held within 15 working days.

Action In Respect of Unsubstantiated Allegations

Where there is insufficient evidence to substantiate an allegation, the employer should consider what further action, if any, should be taken.

Action In Respect of False Allegations

If an allegation is false, the employer, in consultation with the LADO, should refer the matter to Children's Services social care to determine whether the child is in need of services, or might have been abused by someone else.

If an allegation has been deliberately invented or malicious, the police should be asked to consider whether any action might be appropriate against the person responsible.

Referral to Disclosure and Barring Service

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the LADO should discuss with the employer whether a referral should be made for consideration as to the individual being be barred from, or have conditions imposed in respect of, working with children.

If it is agreed that a referral is required or desirable, the LADO should advise on the form and content of such a referral and whether it should be made to the DBS.

Referral to the Teaching Regulation Agency
The LADO may also advise whether it is appropriate to make a referral to a professional body or regulator e.g. the General Social Care Council, the Teaching Regulation Agency and the General Medical Council.

Where Pear Tree dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, the school will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Sharing Information for Disciplinary Purposes
Consideration should be given at the beginning of enquiries by the police and Children's Services social care to gain consent from those involved, to use the statements obtained and information gathered for any subsequent disciplinary purposes. This should be done as the investigation proceeds rather than after it is concluded to enable the sharing of relevant information without delay.

This will enable Children's Services social care, the police and CPS to share relevant information at the conclusion of their investigation or any court case.

If the person is convicted, the police should inform the employer straight away so that appropriate action can be taken.

If the police or CPS decide not to charge or decide to administer a caution, or the person is acquitted, the police should pass all relevant information to the employer without delay.

Appendix 1

Management of safeguarding & oversight

The designated lead ("the DSL") is a member of the school's senior leadership team. Their Job Description is outlined in KCSIE Annex C. They are responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored. They will:

- meet regularly with the DDSLs and keep minutes of these meetings.
- ensure that the DDSLs have appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn't available.
- ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children;
- create an environment where staff feel supported in their safeguarding role and able to raise concerns;
- ensure 'practitioners' (such as those who work directly with children) have regular reviews of their own practice so that they have knowledge, skills and experience which improve over time.
- ensure that everyone connected to the homes and school is aware of this policy including safeguarding and child protection procedures.
- ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns, and can make appropriate referrals, including to early help services.
- communicate clearly to visitors, parents, and students so everyone understands the school's safeguarding policy and procedures.
- appoint DDSLs considering the range of responsibilities undertaken, e.g. the need to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- ensure that contact and role details of the DSL and DDSLs are clearly displayed in staff areas.
- ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- ensure the homes and school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of students and staff.
- ensure the relevant staffing ratios are met, where applicable

DSL and all DDSLs are responsible for:

- Being available for all staff to discuss any safeguarding issues or concerns.
- Ensuring all staff are aware of the DSL and DDSLs contact details.
- Ensuring that all cases of suspected or actual problems associated with child protection or safeguarding concerns (including cases where the early help process may be appropriate) are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head Teacher appraised
- Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance outlined in Keeping Children Safe in Education (2025)
- Being aware of the latest national and local guidance and requirements and keeping the Head Teacher and staff informed as appropriate.
- Attending accredited, enhanced training, as required to fulfil the role.
- Ensuring that appropriate training for staff (including periodic updates via e-bulletins, email, or as part of staff meetings) is organised according to the agreed programme with the Head Teacher and renewed through ongoing professional development.

- Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- Ensuring that effective communication and liaison take place between the school and the Local Authority or partner agencies, and any other relevant agencies, where there is a Safeguarding concern in relation to a child.
- Ensuring that all staff have an understanding of specific safeguarding issues
- Maintaining details of any looked after child's social worker.
- Dealing with allegations of abuse, including assessments for early help, in accordance with local and statutory procedures.
- Supporting the staff member in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.
- Ensuring relevant records (and further information not contained in the child's child protection file) are passed on appropriately when students transfer to other schools or are being educated at alternative provision or off-site education.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Contributing and helping other staff to contribute to early help assessments.
- Meeting regularly with the Head Teacher to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each corporate/staff/education meetings.
- Ensuring staff are trained in on-line safety and how to deal with a report of child-on child- abuse
- Preparing an annual review and report to the proprietor.

Appendix 2

Specific Types of Abuse – as listed in KCSIE Annex B

Child abduction and community safety incidents:
Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence it is important, they are given practical advice on how to keep themselves safe. Within our homes and school, we focus on building children's confidence and abilities rather than simply warning them about strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE):
We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education. Children who have been exploited will need additional support to help keep them in education. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:
- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

County lines:
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion,

intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit for Professionals.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12–17-year-olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

In the event a child/young person is required to attend criminal court Pear Tree appropriate adults who would accompany them. See 'A guide to act as an appropriate adult'.

Children absent or missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child 143 criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support

professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a

serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Homelessness
Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation.

Modern Slavery and the National Referral Mechanism
Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing Radicalisation and Extremism
Radicalisation is when someone starts to believe or support extreme views. They could be pressured to do things illegal by someone else. Or they might change their behaviour and beliefs.
Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

People who have certain beliefs about politics or religions which are hateful, dangerous or against the law are often known as extremists. This harmful behaviour is called extremism.

All staff receive training to help to identify signs of extremism. Opportunities are provided in the Pear Tree School curriculum to enable children and young people to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)

Pear Tree is fully committed to safeguarding and promoting the welfare of all its children.
We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
See No 43 Prevent Radicalisation Policy

The Prevent duty
All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty.
The DSL and DDSLs are familiar with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education and are aware of local procedures for making a Prevent referral.

Channel
Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.
The DSL will consider if it would be appropriate to share any information with a new school in advance of a child leaving Pear Tree. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Sexual violence and sexual harassment between children in schools and colleges
Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a

problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in the 'Child-on-child abuse' policy.

KCSIE 2025 para 474 recommends that, if possible, managing report of sexual violence or harassment with two members of staff present, preferably inc the DSL or a DDSL.

Serious Violence
There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:
increased absence from school

- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy. Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act have introduced early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)
So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL. As appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers
The Female Genital Mutilation Act 2003 places a statutory duty on teachers 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. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.
Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Forced marriage
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent

or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage.

The Forced Marriage Unit (FMU) has created guidelines on handling cases of forced marriage (chapter 8 relates to schools) and dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage -GOV.UK (www.gov.uk) . School staff can contact the Forced Marriage Unit if they need advice or information: 02070080151 or email fmu@fcdo.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

The following are other policies that relate to Safeguarding and Child Protection in Guidance and Good Practice for homes and school:
No 83 Mental health and well being
No 35-38 Behaviour management policy
No 43 Prevent radicalisation
No 48 Whistleblowing
No 45 Anti Bullying policy
Pear Tree Digital Technology (e-safety) document

Review Dates
Policy Reviewed and Updated:

June 2019
September 2019
April 2020 - COVID-19 added
September 2020
January 2021 - Lateral Flow Testing Guidance added
September 2021-Review of whole policy and
Covid-19 moved to a separate section
March 1st, 2022 - Reviewed policy
9th September 2022 – Changes to reflect new guidance from 'Keeping Children Safe in Education 2022'
7th February 2023
28th March 2023
20th May 2023 – Child on Child abuse and specific types of abuse amended
18th September 2023 – Changes to reflect new guidance from 'Keeping Children Safe in Education 2023'
28th October 2024 – Changes to reflect new gu01609 798005idance from 'Keeping Children Safe in Education 2024'
29TH October 2025 – Changes to reflect Keeping Childre Safe in Education 2025.
16th January 2026 – Reviewed and updated policy

43. Prevent Radicalisation

Pear Tree recognises its responsibilities to identify and support young people who may be at risk of radicalisation in all its forms. Pear Tree also recognises that the background of young people who are vulnerable to be influenced by others who can have a negative and harmful impact on them, share many characteristics with the current population at Pear Tree.

The absence of positive role model leadership.

The desire to attach to a group to feel a sense of belonging.

Angry with their life.

The children at Pear Tree have been assessed as being responsive to the influence of our teaching and input. Likewise they would be responsive to the negative influence of others if they were able to have sustained access such as through the use of social media.

Pear Tree recognises these issues as Safeguarding issues and will treat them as such. Your Single Point of Contact (SPOC) is your Designated Safeguarding Officer. Gary Ramsbottom.

Whilst geographically Pear Tree operates within a low-risk area for radicalisation, only one young person to fall victim to radicalisation is one too many. Also, we must remember that our children and young people come from a wider region and their home areas may vary in risk. We already know they are vulnerable.

The following is taken from Darlington Borough Council-Policies and Guidance.

Preventing Radicalisation and Involvement in Extremism

All services working with children and young people have a vital role to play in protecting them from the risks of extremism and radicalisation. This is underpinned by the new Counter-Terrorism & Security Act 2015 which states that specific authorities must have 'due regard to the need to prevent people from being drawn into terrorism.'
Principles Specified authorities must:
Assess risk of radicalisation in their area or institution
Develop an action plan to reduce this risk
Train staff to recognise radicalisation and extremism
Work in partnership with other partners
Establish referral mechanisms and refer people to Channel
Maintain records and reports to show compliance

Key Definitions
Radicalisation: the process by which a person comes to support terrorism and extremism leading to terrorism.
Extremism: 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. Also include in the definition of extremism calls for the death of members of our armed forces.
Keeping children / young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

The Counter-Terrorism Strategy (CONTEST)
The Government's counter-terrorism strategy (CONTEST) has four areas of work:
Pursue: to stop terrorist attacks;
Prevent: to stop people becoming terrorists or supporting terrorism;
Protect: to strengthen our protection against a terrorist attack; and
Prepare: to mitigate the impact of a terrorist attack.

What is Prevent?
The threat we face from terrorism is real and the Prevent strategy recognises that we can't arrest our way out of the problem. The Prevent strategy therefore aims to stop people becoming terrorists or supporting terrorism.
The focus of Prevent is on the significant threat posed by international terrorism and those in the UK who are inspired by it. But it is also concerned with reducing threats, risks and vulnerabilities posed by domestic extremists such as those from the Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Prevent strategy is supported by three objectives:
Responding to the ideological challenge of terrorism and the threat we face from those who promote it (ideology);
Preventing people from being drawn into terrorism and ensure that they are given appropriate advice and support (individuals); and
Working with sectors and institutions where there are risks of radicalisation which we need to address (institutions).

Safeguarding children and young people
The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.
We are perhaps more familiar with this 'grooming' process and the risks posed to children by older young people and adults who form relationships with children to ultimately abuse them – the process is similar and exploits the same vulnerabilities.

Channel
The multi-agency approach to protect people at risk from radicalisation is called Channel. This uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children and youth services and offender management services), the police and the local community to:

Identify individuals at risk of radicalisation or involvement in terrorism;
Assess the nature and extent of that risk; and
Develop the most appropriate support plan for the individuals concerned.
Channel is about safeguarding children and adults from being drawn into involvement in terrorism. It is about early intervention to address vulnerabilities, and divert people from harm.

What to do if you have a concern - Keeping children / young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.
If you have a concern that a pupil may be at risk of radicalisation or involvement in terrorism, you should speak with the /Designated Safeguarding Lead/Prevent Single Point of Contact (SPOC). (The

Prevent Single Point of Contact (SPOC) will be the lead within the School for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.)

Key Contacts and Further Support
Children's Access Point
Telephone: 01325 406222
E- Mail: chidlrensaccesspoint@darlington.gcsx.gov.uk
Emergency Duty Team 08702 402994 In any case, contact the Police immediately; call 999 in an emergency

DC Steve Holden steven.holden@durham.pnn.police.uk
Sgt Jayne Freeman jayne.freeman@durham.pnn.police.uk
Office - 0191 3752905

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism.
Anti-terrorist hotline: 0800 789 321
Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264) For school staff and governors to raise concerns relating to extremism directly and in confidence
Guidance
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
https://www.gov.uk/government/publications/prevent-duty-guidance
Useful websites
http://www.preventtragedies.co.uk/
http://www.familiesmatter.org.uk

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government 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. Also included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
the demonstration of unacceptable behaviour by using any means or medium to express views which:

Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
Seek to provoke others to terrorist acts;
Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
Foster hatred which might lead to inter-community violence in the UK.

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

5. Children and Young People 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 school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
Personal Crisis – the student may be experiencing family tensions, a sense of isolation and low self-esteem. They may have dissociated from their existing friendship group and become involved with a new and different group of friends. They may be searching for answers to questions about identity, faith and belonging.
Personal Circumstances – migration, local community tensions and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
Unmet Aspirations – the student may have perceptions of injustice, a feeling of failure or rejection of civic life.
Experiences of Criminality – may include involvement with criminal groups, imprisonment and poor resettlement / reintegration.
Individual Needs – Children and Young People may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This 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.

7. More critical risk factors could include:

Being in contact with extremist recruiters;
Accessing violent extremist websites, especially those with a social networking element;
Possessing or accessing violent extremist literature;
Using extremist narratives and a global ideology to explain personal disadvantage;
Justifying the use of violence to solve societal issues;
Joining or seeking to join extremist organisations;
Significant changes to appearance and/or behaviour;
Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

44. Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Children and young people who are victims of sexual exploitation often do not recognise or acknowledge that they are being exploited.
Some of the following signs may be indicators of sexual exploitation:

Children who appear with unexplained gifts or new possessions

Children who associate with other young people involved in exploitation

Children who have older boyfriends or girlfriends

Children who suffer from sexually transmitted infections or become pregnant

Children who suffer from changes in emotional well-being

Children who misuse drugs and alcohol

Children who go missing for periods of time or regularly come home late

Children who regularly miss school or education or do not take part in education

If members of staff believe a young person may be at risk of sexual exploitation then police involvement should be sought immediately.
Discussions may take place with the young people about the differences between healthy and unhealthy relationships to highlight potential risks.
Members of staff should stay alert to changes in behaviour or any physical signs of abuse such as bruising.
Staff carefully monitor any episodes of staying out late or not returning home by following the Missing from Home procedure.

Young people are Educated to understand that personal details should never be shared with anyone online who they do not already know offline.

Staff will explain to the young people what information about themselves is ‘personal’, this includes their email address, mobile number, school name, home address, sports club, pictures of themselves, friends and family, arrangements for meeting friends etc.

All staff receive training in Child Sexual Exploitation.

Please consider the above in conjunction with Safeguarding children and young people from sexual exploitation.

https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance

45. Anti Bullying Policy

The prevention and effective management of bullying behaviours.

1. Policy

Pear Tree regards all forms of bullying as unacceptable and will actively discourage and promptly respond to any such behaviour within its residential homes and school.

2. Principles

It is the right of every young person and member of staff to be treated with respect and live or work in a safe environment which promotes positive relationships.

3. Legal Context

Health and Safety at Work Act 1974
Children Act 1989
Children's Homes – National Minimum Standards Regulations 2001
Human Rights Act

4. Background

Bullying is a major concern and the long-term effects for young people can involve emotional stress, trauma and considerable unhappiness.

In order for children and young people to develop and achieve their full potential, it is essential that they are provided with living environments which are not just seen to be but actually are stimulating, safe, and a place in which they feel respected and valued.

5. Policy Purpose

To create a culture and environment within individual homes/school in which bullying is universally regarded as unacceptable.

To ensure a framework exists for staff and young people, which will support and provide them with an effective and workable approach to dealing with issues of bullying.

To create a positive, caring ethos in the home/school in which young people are accepted as valued individuals regardless of age, gender, status and ability.

To take bullying seriously and dealing with it quickly by implementing agreed consistent responses.

To demonstrate a respect for others by seeking to influence them from a basis of good personal relationships and the use of personal skills rather than by the use of power and use of threats of punishment.

6. Examples of Bullying:

Definitions
Bullying is any deliberate act, which results from the conscious desire to hurt, frighten or threaten another person(s).

It is an abuse of power and results in pain and distress to the victim.

Bully exerts control.

Bullying can be a one-off incident or a prolonged campaign.

Bullying can be physical, verbal, social or psychological.

Examples

- Taunts about sexuality
- Racist and sexist remarks
- Deliberate and organised ignoring
- Physical violence
- Spreading rumours
- Making threats
- Demanding money or possessions
- Intimidation
- Writing hurtful things
- Tormenting
- Making rude or threatening gestures
- Use of sarcasm

7. Vulnerable children with low self esteem and insecurities might place themselves in situations where they are bullied or become bullies.

Indicators that episodes of bullying may exist within a children's home/school are varied and include the following examples. The list is not exhaustive and some children may not exhibit any of these behaviours.

- repeated running away from the home/school
- withdrawn and isolating behaviour
- self harm
- unexplained violence towards others
- inexplicable and frequent enuresis
- demanding clinging behaviour- eagerness to please
- uncharacteristic behaviour
- changing sleep patterns
- threat of suicide
- subservience to others
- being informed about the bullying

The following are examples that might indicate that a member of staff is being subjected to bullying behaviours from young people.

- increase in staff absence
- inability to concentrate
- changing attitudes towards work
- low morale and motivation
- low tolerance

8. Strategies for discouraging bullying

It is important that bullying behaviours are effectively addressed in the unit and that consideration is given to:

- Staff to observe and record the developing and on-going relationships between young people (adult vigilance and presence is the most potent deterrent against bullying) and to ensure that this information is communicated throughout the team.
- Bullying to feature as a topic on the staff meeting agenda on a monthly basis
- Principles of counter bullying to be discussed at young people's meetings on a weekly basis
- Bullying issues to be addressed within the key working relationship and issues to be discussed in regular supervision.
- All staff to attend anti-bullying training.
- Information to be included in the Children's and Young People's Handbook.
- To be considered as part of the referral and admission process

9. Strategies to be used when bullying is observed or reported

- Recording the incident is the responsibility of a staff member
- Young Person to be given the opportunity to discuss the situation or event with someone of their choosing and in whom they have trust.
- A member of staff to speak to all parties involved either on an individual or joint basis. Recorded information to be given to the appropriate manager
- All relevant professionals, social workers and parents/carers to be kept fully informed of individual anti-bullying strategies
- Agreed action plans to be developed for each individual young person involved based on an assessment of need. This information to be included in the care planning and review process. Risk Assessments should also be reviewed at this time.
- The purpose of Action Plans is:
- To ensure that the child who is being bullied is kept safe
- To ensure the emotional needs of all parties are taken into account when addressing the behaviours
- To draw up and review risk assessments for all children in the unit
- A monitoring process to be put into place by managers of children's homes which will include monthly reports through the line management structure and the preparation of Management Information Reports for the departmental Child Care Management Team.

Guidance and Information:

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting pupil and young people who are bullied: advice for schools" March 2014:

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

NSPCC: www.nspcc.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

Reviewed:
Jan 21
March 22
March 2023

46. Dealing with disclosures (Taken from Pupil Support Services Education Dept DCC)

It must be recognised by all concerned that it is NOT, at any time, our policy to work to encourage or "extract" disclosures. It is only our policy to listen to what children have to say, if they wish to say anything, and try to represent their wishes to the best of our abilities. The following advice, therefore, must be seen in that context:

Receive

Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with revulsion or disbelief.

Accept what the child says. Be careful not to burden them with guilt by asking, "Why didn't you tell me before?"

Reassure

Stay calm and reassure the child that they have done the right thing in talking to you. It is essential to be honest with the child, so don't make promises you may not be able to keep, like "I'll stay with you" or "Everything's all right now".
Don't promise confidentiality: you have a duty to refer a child who is at risk.
Try to alleviate any feelings of guilt that the child displays. For example, you could say: "You're not to blame" or "You're not alone, you're not the only one this sort of thing has happened to".
Acknowledge how hard it must have been for the child to tell you what happened.
Empathise with the child – don't tell them what they should be feeling.

React

React to the child only as far as necessary for you to establish whether or not you need to refer the matter, but do not 'interrogate' them for full details.
Do not ask 'leading' questions such as: "What did s/he do next?" (this assumes that s/he did!) or "Did s/he touch your private parts?" Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead, ask open questions like "Anything else to tell me", "Yes", or "And.?"
Do not criticize the perpetrator: the child may love him/her and reconciliation may be possible.
Do not ask the child to repeat everything to another member of staff.
Explain what you have to do next and to whom you have to talk.
Inform Senior Staff
Try to see the matter through yourself and keep in contact with the child.
Ensure that if a Social Services interview is to follow, the child/young person has a 'support person' present if they wish (possibly yourself).

Record

Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.
Do not destroy your original notes in case they are required by a court.

Record the date, time, place, any noticeable non-verbal behaviour, and the words used by the child. If the child uses their family's own private sexual words, record the exact words used rather than translating them into 'proper' words.
Draw a diagram to indicate the position of any bruising.
Be objective in your recording: include statements and observable things, rather than your interpretations or assumptions.

Support

Make sure that you continue to support the child, providing time and safe space throughout the process of investigation and afterwards.
Get some support for yourself, without disclosing confidential information about the child to colleagues. Receiving a disclosure can be an emotionally challenging experience.

What stops children telling?

Direct threats – children are taught to obey their parents.
Fear of punishment.
Guilt and shame.
Lack of appropriate vocabulary to describe what is happening.
Children may not recognize the abusive experience as abuse – they may believe sexual abuse is part of the affectionate relationship.
In sexual abuse the abusive experience may be all they receive in response to their need for love and physical contact. In sexual abuse children may love the abuser and feel they are special, favoured in some way.
Lack of opportunity to be heard.
Awareness of the possible implications, such as family break-up, medical examination – children may think their silence protects others.
Children 'tell' in a variety of ways: through their behaviour, play and creative work as well as through direct disclosure.
Many children make some attempt to 'tell' but are not 'heard'.

47. Access to record

If a child or young person wishes to see the information that is documented on them, they can do so. However, it must be noted that children who are placed with us, are placed for very specific reasons often involving trauma and difficulties in the past, which are explained within the documentation. Therefore, it is essential that, to some degree, we provide a system that allows to protect children from the anxiety that will be created by reading the information on their history. It is recommended that if a child wishes to view the information that is recorded on them, that they do so under supervision at a time and place that is appropriate and conducive to helping the child through the difficulties that may arise as a result of this process. This however must take place as soon as practically possible after a request is made.

Managers are also expected to keep a file with information that is not considered to be of an upsetting nature that can be added to with information on their progress at Pear Tree. This file should be child friendly, age appropriate and accessible at all times, but securely filed when not being used. Older young people for whom this protection is not necessary must have access immediately.

Children can, of course, only read the information that is relevant to themselves and therefore the household log would be excluded from this process as it regularly refers to information that is recorded on other children and young people.

48. Whistle blowing

Introduction:
Members of staff working at Pear Tree, in whatever capacity, must be well aware of the fact that they hold a great position of trust. It is important that you recognise this responsibility and be aware that, as individuals, we function as part of a team and our personal reputations, together with our success, can only be on the strength of how the team functions as a whole. It is therefore vital that each member of staff plays an important part in the quality control procedure ensuring that all those employed by the organisation work to the same specific high standards that we expect.

Training is provided on whistleblowing as part of the safeguarding and child protection training regularly provided within the homes and by the school.

Aims:
Pear Tree's policy on whistleblowing is intended to demonstrate that it: -

- will not tolerate malpractice.
- encourages staff to report suspected wrongdoing as soon as possible, in the knowledge that their concerns will be taken seriously and investigated, as appropriate.
- respects the confidentiality of staff raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively.
- will provide the opportunity to raise concerns outside of the normal line management structure where this is appropriate.
- will only invoke the disciplinary procedure in the case of false, malicious, vexatious or frivolous allegations. The policy seeks to reassure staff that they can raise genuine concerns without fear of reprisal, even if they turn out to be mistaken; and
- will provide a clear and simple procedure for raising concerns, which is accessible to all members of staff.

Pear Tree school and homes have a culture of safety and of raising concerns;
• we have a culture of valuing staff and of reflective practice;
• There are procedures in place for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary;
• We demonstrate transparency and accountability in relation to how concerns are received and handled.

Scope of our policy:

Whistleblowing: Whistleblowing is when an employee reports suspected wrongdoing, or 'qualifying disclosures', at work to their employer.

This procedure is to enable members of staff to express a legitimate concern regarding suspected malpractice, including about poor or unsafe practice and potential failures within the school/homes safeguarding routines.
Any concerns relating to an individuals own personal circumstances, such as the way they have been treated at work should be raised through our grievance procedures.

It is important not to delay passing on any concerns.

Confidentiality:
We hope that all staff will feel able to voice whistleblowing concerns openly. However, if you wish to raise a concern confidentially, we will make every effort to keep your identity secret. If it is necessary for anyone investigating the concern to know your identity, this will be discussed with you.

If there is evidence of criminal activity, the Police will in all cases be informed.

We do not encourage staff to make disclosures anonymously. Proper investigation may be more difficult or impossible if we cannot obtain further information from you. It is also more difficult to establish whether any allegations are credible. Whistle blowers who are concerned about possible reprisals if their identity is revealed should discuss this with their manager/headteacher and appropriate measures can then be taken to preserve confidentiality.

Raising a Whistleblowing concern:
As a first step, staff should raise concerns verbally with their manager/supervisor. This may depend, however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if you believe that person is involved you should approach the Headteacher/Head of service or Head of Quality Assurance. If the concern is raised verbally, the person receiving the information should put it in writing as soon as possible.

A meeting will be arranged with you as soon as possible to discuss your concern. You may be required to attend additional meetings in order to provide further information as the concerns raised are investigated.

Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued. You will be kept informed of the progress of the investigation and its likely timescale. Whenever possible and subject to third party rights, you will be informed of the resolution. However, sometimes the need for confidentiality may prevent us giving you specific details of the investigation or any disciplinary action taken as a result. You should treat any information about the investigation as confidential.

External procedures:
Pear Tree prefers employees not to take concerns to someone outside the school/home without first going through the internal procedures where all internal procedures have been exhausted, a member of staff shall have a right of access to an external body/person.

This may include (depending on the subject matter of the disclosure):
- HMRC
- The Audit Commission

• The Health and Safety Executive (HSE)
• Local authority Designated Officer (where the disclosure relates to a child protection issue)
• The Local Authority Safeguarding Unit (when the disclosure relates to a service user abuse issue)
• Ofsted
• Department for Education

The Public Interest Disclosure Act 1998 prevents you from suffering a detriment or having your contract terminated for 'whistle-blowing' and we take very seriously any concerns which you may raise under this legislation.

False and malicious allegations:
While encouraging employees to bring forward genuine matters of concern, the homes and school must guard against claims which are untrue and are made to deliberately damage the reputation of staff in school and homes.
If an employee makes false or malicious allegations this will be treated as a serious disciplinary matter and action taken in accordance with Pear Tree's disciplinary policy and procedure.

This policy should be read in conjunction with the following:
Safeguarding policy
Health and Safety Policy
Employee Handbook including the Grievance policy.
Further information can also be found on whistleblowing can be found on the government's website:
https://www.gov.uk/whistleblowing

49. Child-on-Child Abuse Policy

Pear Tree is committed to safeguarding and promoting the welfare of Children and young people and expects all staff to share this commitment.

Introduction

Keeping Children Safe in Education 2022 states that 'Governing Bodies and Proprietors should ensure they facilitate a whole school approach to safeguarding. This means involving everyone in the school, and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.' Furthermore, 'Where there is a safeguarding concern, Governing Bodies, Proprietors and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The school safeguarding policies and procedures should be transparent, clear and easy to understand for staff, pupils, students, parents and carers. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse, exploitation or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.'

All staff within Pear Tree recognise that children can abuse other children (including online) all staff are clear they have a duty to read and understand the following policy. We have a zero-tolerance approach to abuse and it should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

In Pear Tree we do recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. It is more likely that girls will be victims and boys' perpetrators, however all child-on-child abuse is unacceptable and will be taken seriously.

Child-on-child abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control, exercised between children, and within children's relationships, friendships and wider peer associations.

Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyber-bullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or prejudice-based violence including, but not limited to, gender-based violence.

Examples of online child-on-child abuse would include sexting, online abuse, child-on-child grooming, the distribution of youth involved sexualised content, and harassment.

Child-on-child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying);

• abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse).

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).

• sexual violence such as rape, assault by penetration and sexual assault (this may include and online element which facilitates, threatens and/or encourages sexual violence); part five of KCSIE sets out how schools should respond to reports of child-on-child sexual violence and sexual harassment.

• sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse.

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

• consensual and non-consensual sharing of nudes and semi-nude's images and or videos (also known as sexting or youth produced sexual imagery).

• Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

• Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm and

• Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

(KCSIE 2022)

Different forms of abuse are well documented in our Safeguarding policy. These include physical, emotional, sexual abuse and neglect.

What are the signs?

It is important that all staff know and are aware of the signs and symptoms of child-on-child abuse and take disclosures seriously. It is wrong to dismiss child on child abuse as 'children just being children' or as 'banter'. Below is a list of possible signs and symptoms but like all forms of abuse, this list is not exhaustive, and children may display all or none of the signs below.

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- abusive towards others
- going missing/staying out late
- change in peer groups

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

Further information about consent can be found - Rape Crisis England & Wales - Sexual consent.

Contact Details

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How allegations of child-on-child abuse are recorded, investigated, and dealt with:

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or residential staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per Part one of KCSIE 2022, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told. All staff are reminded that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.

Our initial response to a report from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

The following general principles and guidelines should be followed:

• Any incident should be referred to the DSL or the DDSL without delay.

• The DSL/DDSL should meet with staff involved and there should be subsequent interviews with the young people involved, if appropriate.

• The response to all incidents should be conducted in line with the Safeguarding policy.

• Any direct disclosure by a child or young person of an incident of abuse should be taken very seriously and managed sensitively. They are reassured that they will be supported and kept safe.

• recognising that a child is likely to disclose to someone they trust: this could be anyone in the school or residential staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

Investigation: The DSL/DDSL will decide if further information is required in order to decide on the best response.

Support Processes

• The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible.

Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.

• Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).

• The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

• It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school or home should decide on a course of action. Consideration should be given as to whether there are wider cultural issues within the school or home that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Advice on behaviour and discipline in schools is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable, and fair.

Training

We will ensure that all staff have been trained to recognise and respond to child-on-child abuse through our annual update training as well as regular review of this policy.

We recognise the gendered nature of child-on-child abuse, and all staff understand that all child-on-child abuse is unacceptable and will be taken seriously.

Further information and keeping updated:

Pear Tree School and homes have the following policies in place that should be read in conjunction with this policy:

Guidance and Good Practice:

42: Safeguarding and Child Protection

43: Prevent

48: Whistleblowing

39 and 40: Missing policies

35-38: Behaviour Management Policy

Working Together to Safeguard Children, 2018 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

DFE: Keeping Children Safe in Education September 2022
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

www.childline.org.uk

KCSI provides links to the DfE's Searching Screening and Confiscation Advice for schools and to the UKCIS Education Group's sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nude and semi-nude being shared.

50. Current issues policy

Pear Tree recognises the importance of remaining aware of current political changes and the view of the general public at large. From time to time it may be necessary to consider various current affairs issues and acknowledge the implications that these may have to our organisation. Pear Tree acknowledges the responsibility we have not just to the individuals with whom we are entrusted their care, but also to the community in which we live. We also recognise the fact that it is important that our care and also the activities that we provide, remains appropriate and conducive to the successful rehabilitation of individuals with difficulties, whilst constantly assessing the level of risk our activities may present. Two examples of this are:

- Some time ago, due to the concerns around BSE, beef was not allowed to be provided within our homes. This was in response to a request from a local authority and, until that local authority contacted us, this was adhered to. We then reduced the restriction to food products containing offal, in line with good practice, as recommended.
- In February 2001, due to the outbreak of foot and mouth disease, all activities were assessed and curtailed accordingly.
- There was a case involving a convicted child abuser being taken to a children's theme park from where he absconded. This presented not only risks to the child but was clearly not conducive to the successful treatment and rehabilitation of anybody displaying that kind of behaviour. It is our view that the potential stimulation that was accessible to this individual was certainly not in keeping with helping him and must have been in conflict with his treatment. Whilst it is easy to be critical of other organisations without being aware of the full facts, it would appear on the face of it that an issue such as this demonstrates a need to ensure that activities, whether they are conducted by children, young people or adults, who present a level of risk, that they are provided with an activity that is well thought out and conducive to the care that that individual requires, whilst continually assessing the risks that they may present, and managing this risk in an effective way.

51. Receiving gifts or inducements

It is the organisation's policy that gifts are not accepted from any client group and advice should be given for any particular individual to spend their money more wisely, and that you don't require any form of gift to show appreciation. There are occasions, particularly with young children who may make a present for an individual member of staff, where not to receive such a gift could inhibit positive relationship building. In these instances, therefore, it is left to your own judgement and discretion on how to handle the situation.

Our advice would be that the gift is accepted but is placed in a communal area such as a sleep-in room and displayed there. Gifts such as pictures, paintings or craftwork would come under this advice. It is advised that at no time should such gifts be taken home or removed from the home where the child lives. The only exception to this would, of course, be Christmas or birthday cards. If it is felt to be more appropriate, such gifts may be handed over to the office.

52 a. Taking children home

There are circumstances that will result in permission being given to members of staff to take children to their homes, e.g. in staffing crises where the member of staff may be required to remain on duty for longer than expected and has to see to arrangements or collect a change of clothes, or when a situation arises that will be beneficial to a particular child/children that is conducive to the care plan and recovery programme of a child, i.e. being invited to another child's birthday party, particular social events or, in the case of older boys, to be involved in an interesting project that can be offered. It should be recognised that members of staff are reminded of the importance of an therapeutic relationship and that taking a particular interest in a child can be a great benefit. However, members of staff are also reminded that this should never result in the compromise of professional boundaries. In the rare and unlikely event that the above should be relevant, the following advice must be followed:

1. Members of staff should never take children home without the express permission of the Head Teacher / Head of Service.
2. Boundaries should be given to where children can go, i.e. living room, garden area, etc.
3. The visit should be restricted to the minimum interference and always structured towards the purpose of the visit.
4. Children should never be allowed upstairs, except to use the lavatory, when a down stairs lavatory is not available
5. Members of staff should always ensure strategies are in place to protect themselves from false allegations, i.e. never take a single child home when there is no-one else there.
6. Children should never be left alone in the company of other residents of the member of staff's home who have not been subject to Criminal Records Bureau Checks
7. Members of staff are reminded to assess:
   The appropriateness of such a visit
   The context and intention of the visit, i.e. staff crises or for the child's benefit (no other reason is acceptable)
8. Failure to adhere to the above may result in disciplinary measures or further Local Authority investigation.

52 b. Keeping in contact with ex-residents.

From its beginnings in the 1990s, it was recognised that Pear Tree was a bit different to the standard residential care services available at the time. The use of small homes was unique to ourselves and the importance of the quality of genuine relationships recognised. At the time, it was felt that the service provided was in between residential care and fostering.

As the years have gone by and the service grown, other services have also developed and grown to mean we are not that unique any more in the residential care arena as other homes have now improved their provision and smaller homes are now more commonplace.

However, the early days established the culture and ethos that the way to help children recover was to provide a genuine relationship that would be therapeutic as a result of the quality of the relationship. Genuine relationships cannot be restricted to the boundaries of a property or the context of someone's living situation. They are either genuine or they are not. If they are genuine, there sometimes goes with that a need to continue the relationship in a professional form after the child has left us at whatever age or stage.

As a provider of long term residential placements, the parental role means Pear Tree staff have a significant place in the lives and memories of the children in our care. Not many adults would wish to remove all contact with people from their childhood. Keeping in contact, however minimal, can bring huge comfort and emotional support and reduce the likelihood of questioning the credibility of the genuine relationship. If the credibility of the genuine relationship was to be undermined this could undermine their ability to form genuine attachments themselves.

Within Pear Tree we have staff occupying many different roles. Carers, teachers, instructors. It is important the level of contact continued is in keeping with the context of the role established. Primary carers such as key workers could be expected to maintain a higher level of contact initially than other roles. This level of contact and its sustainability will be longer and more important for children who leave our care at 18 than for children who are relocated to another facility. For a child relocated at another facility, the contact should be minimal, if at all, and withdrawn completely after an appropriate period of time.

In doing so, the challenge is where to maintain professional boundaries? With this in mind it is important to maintain the following -

- It is company policy to maintain company policies post discharge from our care. If it wasn't ok when they were in our care, it won't be ok after they have left our care.
- Line managers and HR must be made aware of any contact and this must be discussed in supervision.
- The context of the relationship can be maintained but it should not be built on or taken to another level. For example, procedures for taking a child home as stated above still apply and the boundaries must not go beyond those already established.
- The relationship must be only for the benefit of the child or young person and not to satisfy any personal needs or unmet professional challenges.
- The relationship must recognise the current situation and seek to support carers engaged at the time. It must not in any way seek to provide an alternative relationship or undermine those involved with the child or young person professionally. The current carers must be supported, and their wishes respected.

- Safeguarding procedures, managing disclosures and legal responsibilities to ensure the child's welfare or any other child you come into contact with as a result must be adhered to at all times.
- Professional boundaries established in the real world must be maintained and reflected in the online world also.
- The contact should be reduced at an appropriate rate over time to a minimal level. This minimal level thought to be appropriate can be maintained indefinitely.

Here are some examples that are ok and not ok to do -

- Exchange text messages that are maintaining the same line of communication established at work. ✅
- Sending text messages that include inappropriate language, discuss personal relationships and situations. ❌
- Sending an up to date photo of people and places they know ✅
- Allowing unrestricted access to personal social media. ❌
- Meeting at a public place for a meal or drink. ✅
- Inviting home for a meal with your family. ❌
- Including in an activity they will enjoy or improve skill base. ✅
- Take on holiday with your family. ❌

This list is neither exhaustive or from experience, however it is designed to demonstrate where the line of professional boundaries must be drawn.

53. Pear Tree Housing

One of Pear Tree's many roots lie in trying to provide the opportunity for people to have their own homes, who would ordinarily find this an ambition too far.

In the past we have let houses to young people leaving care or to adults with mental health difficulties. The success or failure of these depends greatly on the arrangements Local Authorities can make for emotional support, practical help and advice, together with clear expectations as to what was acceptable or not acceptable, and supported by all the agencies concerned. The learning curve that the organisation went through during our early years was instrumental in helping us to develop the community support model we now offer.

Providing houses to disadvantaged people is still one of our activities. However we would insist that the appropriate care and support packages are organized beforehand and planned well into the future.

Properties are let on either an assured short-hold tenancy agreement or a license agreement (in the case of a shared house where all the services are paid for by the Company i.e. gas, electricity etc) It is our intention that all Pear Tree properties are above the standard normally available on the rented market and offer the following standards:

1. 3 Star service contract
2. Smoke alarms and Co2 alarms fitted
3. Central heating
4. Decorated regularly
5. Maintained to a high standard (subject to availability
6. Option telephone connections

54. Young Peoples' Bedrooms

Keeping Bedrooms Clean

To what level we help young people keep their bedrooms tidy has been an issue that has regularly been discussed over the years and often caused some debate. As a result the following guidance should be used, and the facts considered.
A child's bedroom can and often does reflect their mental and emotional state. This can be evidenced against the length of time a child has been with us. The idea of a tidy room = relaxed state of mind / chaotic room = chaotic state of mind is not too far from the truth especially when measured against the amount of input the child has had in terms of staff help and support.

This often causes raised eye brows as we consider our own children when most of us (if not all of us) would agree rarely keep rooms in good order or are faultless in that area. However in a positive functioning family home a child is brought up with nurturing, help and guidance that is age appropriate and changes in its form in keeping with the child's growth and development, which most people will do without thinking.

We also need to recognise that children learn about care and nurturing from adult role models and feel the experience of being loved and cared for through many different ways in which a carer cares for children.

Looking after bedrooms is just one of many but a significant one, as it is the place children are at their most vulnerable and whilst it is their space, it is a protected space, or in some cases a violated space in the fact that many children who are survivors of abuse may in fact have been abused in the family home and the bedroom in particular.

Whilst I may have difficulty demonstrating it statistically, issues around bed time routine and sleeping are common in our client group.

On a basic level the other common theme that has been missing from our children's lives as well as the feeling of safety and security in the family home coupled with high levels of warmth and nurturing is simply how to live in an organised clean and tidy environment, the child's bedroom in particular .

The properties that have been purchased by the company and the way they have been fitted and equipped make significant statements regarding the way we value young people and the carers employed to look after them. The way the staff team take pride and display a sense of ownership in looking after the home also make a significant statement which is felt as soon as a young person walks through the door by the environment that is created.

Therefore to ignore the way young people look after their bedroom space is to allow them to maintain links to their previous environment prior to admission, with all that goes with that in terms of recreating those feelings and highlighting a lack of consistency in the environment we have created.

When a young person is admitted whatever their age, an assessment of their ability should influence the amount of practical help given. Younger children should without doubt receive significant help in this area as staff take advantage of the opportunity to demonstrate care and nurturing. Older children should also receive significant help initially to establish the above which reduces proportionately as young people feel the safe secure environment and establish good skills in this area.

Allowing a chaotic environment in a no go area to staff should not be allowed to develop unless a young person has been successful in other areas as a result of learning many of the lessons we need to teach and are heading towards a successful discharge plan.

David Bartlett October 2013.

Decorating Bedrooms

The definition of “decorating” is to make better. As it is an expectation that children have the right to decorate their bedrooms this has been interpreted as “to paint” which is not the case.

In some cases, by allowing children to choose colours and paint their rooms we undermine the definition of the word decorate and make worse not better. This is often evident in colour choice which in many cases would be black or other colours that could reflect or be impactful on the child’s mental health.

It is therefore our policy that children do not choose colours or paint their bedrooms. They can and should be encouraged to decorate their rooms with positive pictures, photos, posters and personal items.

Guidance should always be given to ensure the way their room is decorated is in keeping with the culture and ethos of the home. This is to create a positive environment. Therefore, posters depicting the macabre, pornography or violence as an example would not be appropriate and mustn’t be allowed.

Year Planners

The calendars started a number of years ago as an activity for some children on the run up to Christmas. These were an attempt at being corporate but limited. When enthusiasm to continue dropped, they were taken over by our admin team.

This meant that they could be developed to show a full company perspective and later developed further, going full circle, to be child centred and a working tool.

One January, a young man KS came to me and said that he had been crying the night before. When I enquired further he said that he had found an envelope in his room addressed to him, which he opened and read. It was a letter from myself with a Year Planner inside. He read the letter, considered its contents and started crying.

My Christmas letter was entirely positive asking all of the young people to look at their achievements over the year. The planner had photographs of children doing all kinds of activities throughout the year.

At this point, KS had realised that he was part of something quite special. He spoke about how when he first arrived he couldn't do anything and his confidence was rock bottom. The photos reminded him of all the positive things that he had been given the chance to learn, and how significant they had been on his life.

He stated that he knew it would be his last Christmas with us and that when he looks around at the new young people arriving, he said that you can see that they just don't get it, but reassuringly wanted me to know that they will in time.

It was these feelings of being part of something that had made him feel emotional in a positive way. He cried, perhaps for the first time out of happiness, yet recognised that all good things have to come to end at some time. He acknowledged the benefit of the process on his life in the future.

Working at Pear Tree means that you are working in an environment where people are always asking questions. As an organisation, we try to give you the tools to be able to answer the questions we know you're going to be asked, as well as the ones we don't. Often during an inspection you may be talking, answering questions and ticking the right boxes without knowing. Year planners are one of those tools.

They provide the following.

1. A calendar to teach young people how to use and measure time As well as to learn about the months, weeks and days.
2. A calendar to encourage young people to keep track of their own arrangements and significant dates.
3. Be part of that special place by having the chance to have their photograph built into the art work.
4. Young people are able to demonstrate to the outside world, their activities and lifestyle for which they are encouraged to be proud of.
5. A working tool for young people and staff to use to provide information on key dates of significant events that could be used as activities.
6. A working tool for young people and staff to have a record of significant dates of religious festivals of many different faiths that may become the prompt needed for undertaking educational activities of that nature.

A lot of effort goes into producing these Year Planners, and it is important that young people and staff use them correctly and give them the respect that they deserve, without the need for regular prompting and monitoring.

55. Digital Imaging and bringing your device to work policy

Digital imaging to include any form of capturing images, including digital cameras, cameras on mobile phones, video camera, webcams etc.

With the development of information technology and advancements in photography, mobile phones, camcorders, webcams etc, has brought about many issues for us to consider, particularly in the relation of capturing images of children in our care. Consideration should be given to the following points.

Digital cameras or cameras of any kind should not be allowed to be used in the home by the children unless under strict supervision and the ownership of the camera and memory card should remain the property of the home and the responsibility of those running the home. Children should be encouraged to use cameras to compile work for life story work etc, however, the ownership and as such the decision-making process should remain in the control of the adults. Careful consideration being given to any distribution of such images. I.e. photographs home to parents etc. may be appropriate providing it does not give information of other children.

Bring your own device policy

SCOPE

Pear Tree Projects Ltd permits the use of employees using their own personal mobile devices for work purposes, including email, file sharing and Pear Tree Projects Ltd deployed apps, for authorised employees. The intention of the Bring Your Own Device Policy, (BYOD), is to ensure the security and integrity of any Company data which may be stored on these devices.

PRINCIPLES

We recognise that certain advancements in technology will improve effectiveness and aid productivity within Pear Tree Projects Ltd therefore authorised employees within the Company will be permitted to bring their personal devices to work. We must ensure the correct usage of these devices and have, therefore, created this policy to set certain standards of behaviour. Employee's must read and agree to the terms of this policy prior to the use of any personal device for Company purposes, the Company reserves the right to revoke the policy or the use of personal devices should it be found that an employee is in breach of this policy.

The current Data Protection Act places obligations on the Company in respect of protecting personal data and we take those obligations seriously. We recognise that our employees' personal data may be subject to processing on your own device. It is imperative that employees deploy the same principles of data security when using their own devices as they would a Company device. Employees must make themselves familiar with our data protection policies and adhere strictly to the principles within at all times.

ACCEPTABLE USE

Any access to the Company's network must be approved by your Head of Department.

Where an employee has access to Company's equipment such as a desktop, in the first instance this should be used.

- The device must only be used during working time for any work related activities that directly or indirectly impact or support the Company's business.
- Illicit materials should not be stored or transmitted from any personal device.
- You should not use any personal device for Company business whilst you are driving. Ideally you should pull over to the side of the road if you are to make/take a call or review data.
- Applications for private use will not be supported by the I.T. Department. Applications deemed necessary for business use will be pushed remotely to the device by the I.T. Department upon agreement to the policy.
- Any photographs/video taken to record work or experiences must be deleted as soon as possible after the photographs have been applied to their purpose and function.
- All photographs/video must be treated as confidential information.
- Any task undertaken must be using an official work email address.

DEVICES AND SECURITY

- Any personal device must contain a level of security in line with our existing IT infrastructure, this will include passcode protection and automatic locking when idle.
- Any personal device that has not been checked and approved for use by a member of the management team will be unable to connect to the Company's network.
- Access to the Company's infrastructure will be in line with current security levels and user profiles.
- Any Company data and confidential information available on a personal device should be accessed by the authorised user only and this should be in line with the existing IT and Data Protection policies. No access to the device or Company's network will be permitted for third party users.
- Reasonable steps will be taken by the Company to ensure employees' personal data on their own devices will be protected fully and not be retained in any way unless it directly involves the business. Furthermore it is the employee's responsibility to ensure that all devices and their own personal data is backed up in the event that this data is lost and the device wiped.
- If your personal mobile device is lost or stolen you must advise the I.T. Department immediately in order to ensure access to the Company's network is deactivated.
- Personal devices will be wiped remotely by the I.T. Department in cases of a suspected confidentiality breach, lost or stolen device. The Company holds no responsibility with regards to any loss of personal photos and/or applications as a result of this action.
- The responsibility for the upkeep of the device and any liability or risks associated with the use of the device for business purposes remain with the employee.
- The personal device should be made available for monitoring upon request by the I.T. Department. Every effort will be taken to ensure that personal data is not accessed on the device, however in the event that this is not possible no records of the information will be stored and that data will not be used unless required by law.
- The Company will not allow any device to connect to the network which has been jailbroken, altered or tampered with in any way. Any device that subsequently becomes jailbroken, altered or tampered with will have all access to the network revoked.
- The Company may need to apply security policies to your device which will protect the Company's information held on your device. We expect you to accept any updates pushed to your device by the Company.
- The employee assumes full liability for risks including, but not limited to, the partial or complete loss of Company and personal data due to operating system crash, errors, bugs, viruses,

malware, and/or other software or hardware failures, or programming errors that render the device unusable.

GENERAL

- Personal devices remain the responsibility of the employee and all associated costs for the device and the running of the device shall remain with the employee.
- The Company accepts no responsibility for any loss or damage to personal devices that are the result of employee failure to observe rules, procedures or instruction, or, as a result of your negligent behaviour.
- Misuse of Company information, data and/or software provided by the Company will be treated a gross misconduct which will result in formal disciplinary action being taken up to and including dismissal.
- Upon termination of employment all data and business software is to be returned to the Company.
- Any breach of this policy may result in formal disciplinary action being taken up to and including dismissal.

56. Photography and video recording of Students in Pear Tree School

At Pear Tree School we are committed to ensuring the safety and promoting the welfare of the children in our care and we expect staff to share the same commitment.

Photographs and video recording must be taken for the purpose of recording a child or a group of children participating in activities or celebrating their achievements as an effective form of recording their progression.

- It is the policy of the school that photography or video recording of pupils, their work, or anything else which could identify a student is undertaken by school staff and residential staff on devices owned by Pear Tree School.

- Cameras/mobile phone/I Pad and recording devices are available at both school sites.

- Members of school staff and residential staff are not permitted to use their own personal devices to record videos or take photographs of our students.

- Members of school staff and residential staff are not permitted to download any images onto their personal devices.

School leaders are responsible for the content which will be stored appropriately.

All staff are responsible for the location of the school cameras/devices. The camera/device must be returned to the office at Toy Top or The Manor at the end of every session.

School Trips and Events

The school camera/phone must be used for school trips and any school event.

This guidance should be seen as safeguarding for members of staff, the school and our students. Staff should understand that failure to comply and misuse of company information, data and/or software provided by the Company will be treated as gross misconduct which will result in formal disciplinary action.

This policy should be read in conjunction with the following policies:

- Data Protection Policy
- Safeguarding and Child Protection
- Digital imaging and bringing your device to work policy.

57 Notifiable Events and who to notify.

House Managers must ensure that HMCI/OFSTED are notified, without delay, if a child accommodated in the children's home dies, a referral of an individual working in the home is made under section 35 of the safeguarding Vulnerable Groups act 2006 or if a serious event takes place listed in the table in policy 56.

Notifications must be made within 24hrs, if the event occurs on a weekend or a bank holiday the Duty Manager in consultation with the Head Teacher / Head of Service should make the referral. Any notification given orally must be confirmed in writing using the relevant form listed in the admin section of the website.

All notifications should include your registration number, setting name and address.

HMCI/OFSTED do recognize that there are some notifications that may be high profile and may attract media attention. In these cases you should contact them on 08456 404040.

If you need to update a notification the same form should be used but at the top of the notification you should make it clear that this is an update of a previous notification.

IMPORTANT: when completing a notification form please do not identify the individual young people or staff by name. Please use initials or other unique form of reference and date of birth only. This is to ensure that data protection requirements are fully complied with.

NOTE: HMCI/OFSTED will not provide any formal acknowledgement of receipt of notification received. Therefore once faxed, your copy along with the fax report must be filed correctly as evidence to produce to an Inspector.

In addition if a serious event takes place affecting the welfare of a child, the House Manager must without delay notify any relevant person.

The House Manager must also without delay notify the parent of any child accommodated in the home of any serious event affecting the child's welfare unless to do so is not reasonably practicable or would place the child's welfare at risk.

When making a judgment on what constitutes a serious event you should consider the frequency of events and judge whether their cumulative effect makes notification appropriate even if in isolation each event would not warrant this.

58. Regulation 40

56. Regulation 40

LIST of SERIOUS EVENTS AND NOTIFICATION

Event	To be notified to;							
	HMCI/ Ofsted	Placing authority	Secretary of State	Local authority	Police	Clinical commissioning group	Another relevant professional	Parents
Statutory notifications								
Death of a child accommodated in the home	Yes	Yes	Yes	Yes		Yes	Yes	Yes
Referral to the Secretary of State pursuant to section 35 of the Safeguarding Vulnerable Groups Act 2006, of an individual working at the home	Yes	Yes					Yes	Yes
Serious events as Judged by Pear Trees (this list is not exhaustive and individual cases must be assessed)								
A child accommodated at the home goes missing (not absent without leave)	Yes	Yes			Yes		To be assessed on a case by case basis	To be assessed on a case by case basis
There is an allegation of abuse against the home or someone working at the there	Yes	Yes		Yes	Yes	Yes	To be assessed on a case by case basis	To be assessed on a case by case basis
A child is involved or suspected of being involved in sexual exploitation	Yes	Yes		Yes	Yes		To be assessed on a case by case basis	To be assessed on a case by case basis
A child is involved or suspected of being involved in serious assault.	yes	yes			Yes		To be assessed on a case by case basis	To be assessed on a case by case basis
Serious illness or serious accident sustained by a child accommodated in the home	yes	yes					To be assessed on a case by case basis	To be assessed on a case by case basis
An allegation that a child has committed a serious offence	yes	yes			Yes		To be assessed on a case by case basis	To be assessed on a case by case basis
Serious incident necessitating calling the police to the home	yes	yes			Yes		To be assessed on a case by case basis	To be assessed on a case by case basis
A serious incident of self harm	yes	yes					To be assessed on a case by case basis	To be assessed on a case by case basis
A child protection referral to the local authority	yes	yes		Yes	Yes		To be assessed on a case by case basis	To be assessed on a case by case basis
When a child protection referral to the local authority comes to a conclusion	yes	yes		yes	yes		To be assessed on a case by case basis	To be assessed on a case by case basis

Involvement or suspected involvement of a child accommodated at the home in prostitution	**yes**	**yes**		**Yes**	**Yes**		**To be assessed on a case by case basis**	**To be assessed on a case by case basis**
Outbreak of any infectious disease which in the opinion of a registered medical practitioner attending children at the home is sufficiently serious to be so notified	**yes**	**yes**				**Yes**	**To be assessed on a case by case basis**	**To be assessed on a case by case basis**
Any serious complaint about the home or persons working there	**yes**	**yes**					**To be assessed on a case by case basis**	**To be assessed on a case by case basis**
any serious concerns about the emotional or mental health of a child such that a mental health assessment would be requested under the Mental Health Act 1983	**yes**	**yes**					**To be assessed on a case by case basis**	**To be assessed on a case by case basis**

The above list is based from the Guide to the Children's homes regulations including Quality Standards

Useful Contacts:

Clinical commissioning group for Darlington

59. DISABILITY DISCRIMINATION ACT COMPLIANCE

Pear Tree acknowledges its responsibility under the above act to give consideration and planning to anybody who may suffer from any kind of physical disability.

Working with vulnerable, unpredictable and problematic children requires a level of fitness and stamina and therefore the role of residential social care worker would not be suitable for anybody with physical disabilities.

As many people occupy multi-tasking roles within the organisation this would also be relevant to anybody working in other capacities. Community support workers are also required to have the same level of fitness and ability as the residential social care workers.

The young people that are referred to our service have specific problems that do not include physical disabilities and therefore the physical layout and structure of the buildings, services and provision that is currently used is compatible and suitable to those currently employed or to which a service is provided.

In the event that a child/young person or member of staff through accident, injury or illness becomes physically disabled, consideration would need to be given to the appropriate place as to where they are able to work/live.

The Crest is currently the only residential facility within the organisation that caters for people with physical disability needs, this by way of a lift to all floors and wheelchair ramp access to the rear of the property. Any children who suffer disabilities during their time at Pear Tree would not be asked to leave because of their disabilities would be accommodated somewhere within the Crest, proving group dynamics and risk assessments allow.

Any member of staff, providing it was appropriate, may be asked to undertake a suitable role or alternative roles if applicable where there employment could be resumed at The Crest.

Any meetings with other agencies or parents who may have physical disabilities would be arranged to take place at the Crest.

60. Use of Electronic Games

Young people are now spending more and more time using these types of games to occupy their spare time. As professional carers we have a responsibility to ensure that each game is used responsibly. All games and packaging should be checked for health warnings, these warnings should then be followed or the young person should be advised of the warning. Dependent on the maturity and level of understanding of the young person, the warning should be enforced or advice given and the young person be allowed to make their decision, then their decision recorded in the daily log. Guidelines for age must be adhered to games of a violent nature avoided. Time allowed restricted and given clear enforced boundaries.

61. Internet use

Use of the internet by the young people who reside in the home. As carers' you should liaise when Head Office to ensure that parental controls are set to the appropriate age and appropriate time restrictions enabled. Also, that appropriate filters are installed to control the type of sites that are visited and that the effectiveness of these filters are monitored and that they are updated regularly and recorded.

Internet use is monitored via Netnanny and a log is held centrally of all internet searches, within the last 30 days, it can be accessed if required for the purposes of inspection or investigation. The log contains details of the search, the name of the young person, the device, date and time.

The modem for the cable connection or the modem for the wireless connection to the internet is to be in the staff room when possible, or the network access information removed. When a young person asks to use the internet, they must be witnessed logging on to their own parental control account. When they are finished it must be witnessed/checked that they have logged out of their own parental control account.

When possible, if a child or young person has access to a personal device that can obtain access to the internet, the device must contain suitable filters and or restrictions.

The following should be discussed with the young people in a recorded session: -
Staff to ensure the young person always seeks permission prior to using the Internet. If any specific concerns, usage and content should be monitored.

Whilst supervising Internet usage, if staff notice or are made aware that a young person has received nasty, rude or suggestive e-mails, they should report this to manager and the young people should be advised not to respond.

Young people need to be informed of the dangers of using the Internet and that they should never give out any personal information including address, telephone number, school etc. Young people need to be aware that they should never give anyone their photograph or Bank details.

Computers and parental controls/content filters are password protected to the individual user. Young people need to be informed by a member of staff of the password and never to give out this password to anyone as others could use it inappropriately.

Staff to inform young people that they should never meet anyone they have chatted to over the Internet. Young people need to be made aware of the dangers of ‘chat’ rooms and social networking websites.

Staff to inform young people of the risks of viruses whilst using the computer or the Internet and ensure that young people do not open attachments. Attachments should be saved to a disc. After doing so, they can then virus scan the document before opening it. This will enable any virus to be detected before they have an opportunity to corrupt the computer.

Staff to be vigilant when young people are using the Internet. Young people should not have unlimited access to the computer/Internet and should be supervised if necessary whilst using the Internet.

Staff should be available to assist young people if required. If staff cannot assist a young person because they lack the necessary skill/understanding of the Internet, please seek appropriate guidance.

Staff to ensure that the computer screen can be seen at all times — it should not be hidden from view.

Staff to ensure the computer is turned off after use.

Use of the Internet should be regularly discussed by staff in young people's house meetings and individually. This will provide both staff and young people with an opportunity to discuss the benefits and advantages of having Internet access. In addition, both dangers and disciplinary measures for the misuse of the Internet can be discussed.

62. Use of Computer

Staff should ensure that permission is sought prior to young people using the computer, so usage and content can be monitored. This should be explained to all young people in a recorded session.

Do not allow food or drink to be consumed when young people are using the computer and/or allow such items to be placed on the computer station.

Staff to be aware that young people may need to have access to CD's or USB drives. Staff should provide disks if required for schoolwork. If young people are using their own disks/CD's can staff be aware that they may contain viruses and check who issued this equipment.

Remember that any removable drives (USB, etc) need to be removed before shutting down the computer. Staff to ensure that the young people adhere to this to prevent any corruption of the disc or hard drive during the shutting down process.

Staff to ensure young people know how to switch off the computer in the correct way.

The computer should not be moved or removed without the approval of the Registered Manager.

Staff to ensure that the computer is reserved for the use of home/school work before any other activity.

63. Disposal of I.T. equipment

When computers used for company business, that may have stored confidential information, have come to the end of their working life, they must be returned to Head Office, where the hard drive is to be removed and stored in the archive department. The remaining equipment is then to be disposed of via municipal waste department.

64. Advice to Members of Staff when Young People are expressing a wish or, staff feel it appropriate that Young People speak to Head of service via the telephone.

1. Member of staff to initiate contact with DB, to explain context of the situation.

2. DB to speak with young person concerned.

3. Staff to remain available to be briefed on conversation afterwards.

This process helps the member of staff remain in control and be seen to be in control by the young person. If staff encourage young people to 'phone myself, unannounced, then they must be careful how they interpret the information they then receive from the young person who has spoken with me. In the event that common sense will prevail, and that the member of staff has confidence in my ability to make a sound judgement, provide appropriate advice and that you can see that advice, without needing it confirmed, because of the situation itself, and that you are secure in your working position, then this may not necessarily need a follow-up conversation. The fact I have had to issue this advice makes me conclude that the above would be best practice under any circumstances.

65. Use of electronic movement indicator (sensor)

In homes that care for children who display sexualised behaviour or present a risk to other children, the use of a sensor on the landing between the children's bedrooms or individual bedroom door alarms may be used. It is explained to children at the point of admission that:

- It is there to reassure children that no-one will be able to enter their bedrooms without a member of staff being made aware,
- As some of our children have been victims of malicious allegations, that they cannot be accused of entering another child's room without a member of staff being made aware of this fact, and
- the the measures taken are by no means there to inhibit any child's movement. Children may come and go freely to use the toilet etc. and be encouraged not to feel inhibited by the noise of the sensor. The sensor should only be used on an evening or at a time when it is felt that a child or children may be particularly vulnerable.

Members of staff should also be reminded that young people are not permitted to frequent other children's rooms for any reason.

66. Care Plans

Legislative Context

In all the relevant legislation, the document we refer to in Pear Tree as a Care Plan, is called the Placement Plan, the Care Plan in the legislation is a document which is prepared by the Local Authority Social Worker when a young person comes into care. In this section only as it directly makes reference to sections of the legislation, the documents are called as they are in the legislation, there after the Placement Plan will be referred to as the Care Plan in Pear Trees context.

The Care Standards Act 2000 and Children's Homes Regulations 2002 make it a legal requirement for every child in residential care to have a Placement Plan (Care Plan). This needs to highlight specific areas of need for the child and detail of how these needs will be met.

Placement Plans (Care Plan) are highlighted within Standard 2 of the Regulations. There is a clearly defined outcome in that children will have "their needs assessed effectively and comprehensively, and a written placement plans (Care Plan) outlines how these needs will be met."

The Children Act 1989 responded to the need for effective care planning in order to help prevent 'drift' whilst in care. There is, therefore, a legal requirement for each individual young person in residential care to have a Care Plan (Local Authority care plan). The requirements of which are detailed in the Children Act 1989, Guidance and Regulation, Volume 4, Residential Care, Sections 2.17 to 2.73. Pages 41- 54.

The Care Standards Act 2000, The National Minimum Standards for Children's Homes, 2001 and The Children's Homes Regulations, 2001 further responded to the need for effective planning and have introduced the additional legal requirement for all young people to have Placement Plans (Care Plan) Regulation12, Children's Homes Regulations; Standard 2, National Minimum Standards for Children's Homes.

The following provides a more detailed look at the legislative requirements of the Placement Plans (Pear Tree Care Plan)

The aim of Placement Plans (Care Plan) is to ensure that the care plan, which should provide an overarching view of the assessed needs of the individual young person, is put into practice on a day by day basis within the placement. The Placement Plan(Care Plan) supports the Statement of Purpose for each home because it asks what the objectives of the placement are and how the placement can meet the needs of the young person on a day to day basis. Thus ensuring that: "Children in the home are appropriately placed there" (National Minimum Standards for Children's Homes: page 6).

The Placement Plan (Care Plan) should include the following:

Health Needs and Health Promotion
Care Needs including Safeguarding and Promoting Welfare
Physical and Emotional Needs
Educational Needs and Attainment Targets
Cultural, Religious, Language and Ethnicity Needs and how they will be met
Leisure Needs

Contact Arrangements with Family, Friends and Significant Others

Placement plans (Care Plan) also have to be monitored within the home on a day by day, week by week basis. The appropriate person to take responsibility for monitoring is the young person's key worker. Ultimately, however, how this task is delegated, carried out and monitored will be the responsibility of the Registered Manager.

Taken from:

- The Children Act 1989
- The Care Standards Act 2000
- The National Minimum Standards for Children's Homes, 2001
- The Children's Homes Regulations, 2001

How Pear Tree Meets the legislation

The next section is the Pear Tree guidance for the development and use of young person's Placement Plan which here after will be called the Care Plan in the Pear Tree context.

As the previous section noted, it is the implementation or use of the young person's Care Plan that brings the plan to life and into action. A well-written plan that reflects the situation of an individual young person is important but if it is not used and put into action, then it merely become a well-written document that gathers dust. As such, it is ineffective within the life of the young person concerned and furthermore it has wasted precious time within the life of a busy care team.

For the purpose of clarity, use of young people's care plans will be broken into the following stages:

Stage One: Collecting and Collating Information:

When collecting and collating information for the initial care plan information should be gathered from:

- Historical documentation which comes with the young person
- Pear Tree referral documentation
- Consultation with and observations of the young person,
- Consultation with the social worker
- Consultation with relevant others

The initial Care Plan should be done by the registered manager and should be completed within 15 working days of a young person's admission to the home.
There after the information sharing, gathering, co-ordination, administration and chasing up any outstanding information will be the responsibility of the key worker.

All necessary historical information needs to be collected and made available to all carers.

Stage Two: Monitoring and Making Changes to the Plan:

Monitoring of the plan is the day by day and week by week assessment of how the care plan is effectively supporting the young person. Changes to the young person's Care Plan should be made at times when there are significant events, at these times, the care plan should be altered immediately to reflect any important changes that need to be made.

Each month the young person's Care Plan should be reviewed and updated where necessary.

The information used to update the Care Plan can come from a variety of sources:

- Staff meeting,
- Key worker sessions with the young person
- General observations of the young person
- The daily recording
- Young people's meeting
- Important information forms
- Information received from outside agencies

There are occasionally times throughout the year when the monthly updating of the Care Plans can be restricted to updating only if a significant event occurs. Pear Tree commitment to ensuring that holiday time is quality time for young people and not a time for waiting for cares to complete admin task is reflected in its approach to completion of Care Plans. Therefore these tasks are completed formally during term time only. During holiday times they may be updated only when events require.
This is another layer of statutory reviewing that has been put in place by the National Minimum Standards and Regulations; its purpose is to enable the changes in response to young people's needs to take place quickly.

Stage Three: Planning into Practice:

When decisions are taken about young person and recorded in a Care Plan it is important that that decision is acted upon. To ensure that this takes place it should be clear who is responsible for what, when and how. Often this will be everyone and all the time, but at times it will be useful to give specific tasks to specific people and to set time scales.

Where appropriate the young people should be actively involved in putting their plans into practice.

The Regulations and Minimum Standards supports good practice with respect to an early and proactive response to young people's needs. We should then take this good practice further by adopting it as a standard that the whole of the organization should be achieving.

It is important that staff teams expect that changes to plans will be inevitable. Young people often arrive into Pear Tree deeply troubled by some of the issues they face. It is therefore unrealistic to expect the first or even second and third plans to solve the difficulties.

Furthermore, it is important that young people are given the message from their carers that they are not seen as 'failures' because the initial strategy did not work. Young people need to be given the consistent message that carers will not give up on them and neither will they allow them to drift aimlessly whilst at Pear Tree.

The above also needs to be considered on an age appropriate level, teenagers in particular. Those being prepared for independence should be fully involved in the process and documentation. However, younger children may require a more sensitive approach in a more child friendly way avoiding social work speak and jargon.

67. Escalation Policy in relation to Information/Documents required from External Professionals

Introduction:

Within Pear Tree both in our residential homes and school we aim to work together with agencies and professionals involved in any child's care and to develop relationships with each child's placing authority to engage with the wider system to ensure that the children's needs are met.

'*Relevant Plans'- Relevant plans are defined in the interpretation section of the Regulations as: any placement plan, any care plan, any statement of special educational needs, any education, health and care plan (EHC plan) and where the child is a youth justice child any detention placement plan, or any other plan prepared by that child's placing authority in relation to remand or sentencing of that child.*

If a child has any of the above plans, they will fall within the meaning of 'relevant plans', but a child may not have all of the plans defined as relevant (for example, there will be children living in children's homes who do not have an EHC plan.) Similarly, a child may have a plan that the Regulations define as 'relevant' but may have no impact on the issue the provider is considering at that point in time, and providers should not feel obliged to make a plan apply where it does not. The essential point is that a child's plans should form the basis of their care, and providers should use their judgement as to what is relevant in each case, taking the plans listed in the definition in the Regulations as a starting point rather than a complete list or tick box exercise'.

Social Care England Children and Young Persons, England. The children's homes regulations 2015.

It is the responsibility of each individual home and Pear Tree School to ensure that records and information provided by professionals is stored securely in the home/school, in a manner that provides easy access to those who require these.

These records should be regularly internally audited by the Registered Manager of the home, or by a suitably experienced senior member of the team within the home, that has been delegated to do so. Within Pear Tree School internal audits are carried out by the school leader. From these audits Pear Tree has a responsibility to ensure that any missing or outdated documents are requested from the appropriate professional involved in the child's care.

The process should involve the below stages, should this require escalation, it is important that at each stage, a record of communication is kept within the children's file to evidence this work to address the issue and clear timescales are given at each stage of this process.

Process to follow should we have any missing or outdated documents:

Stage 1: Contact the young person's Social Worker or relevant individual to request the missing or outdated documents.

Involving and communication with specific professional, requesting documentation for the home/school *i.e. contacting a child's social worker for an updated Local Authority Care Plan.*

Stage 2: If no response is received a telephone call and email are to be made to the young person's social worker or relevant individual.

Should this not be received in a timely manner, a follow up email and telephone call is given to the professional, to understand the issues around this.

Stage 3: If no response is received - email to the young person's social worker or relevant individual copying in the team manager and Diane Reed, Service Manager.

Ongoing issues should then result in Pear Tree actively seeking out Team Leaders/Supervisors etc, to highlight this issue and look for their input to assist. At this stage sharing information within Pear Tree to senior staff, Diane Reed, Service Manager would also be good practice for their support and input.

Stage 4: If unsuccessful contact the Local Authority Commissioning Team.

The above stage should be followed if the above process has not been successful. Contact the Local Authority Commissioning Officer, as they can often assist and liaise with the social worker or relevant professional. *A list of all Commissioning Officers for the Local Authorities for whom Pear Tree have children placed is sent regularly to all Registered Managers and school leaders.*

Stage 5: If all of the above fails liaise with the head of service. Potentially raise as a complaint.

Should all steps still not address the issue, consultation with Pear Tree Head of Service to look for consultation with head of Service from where the professional documentation is required.

7.3.2024

Reviewed 2.12.24

68. Managing Equality and Diversity

There are many different definitions of managing equality and diversity, but put simply, it is promoting equality around race, gender, disability, sexual orientation, age, and religious faith, with the aim of creating an inclusive organisation that promotes diversity in services and values, difference of experience, culture and background.

Managing diversity is based on the principle that people should be valued as individuals for reasons related to business needs, as well as for moral and social reasons. It recognises that people from different backgrounds can bring fresh ideas and perceptions which can make organisations more efficient and more responsive to diverse, customer needs.

1. Our vision
Our vision is to create a vibrant, inclusive, and sustainable organisation. We will:

- build on the heritage, cultural and economic strengths of the organisation and the sense of identity and pride of the organisation
- Improve the quality of life for our staff and young people in our organisation.

We believe that practical action on equality and diversity will help us achieve this vision. This is because equality means we can better address the needs of all staff and young people. This practical action will include the way we:
Provide a good service;

- Recruit and support our employees;
- Work with other organisations; and
- Involve staff and young people.

2. Introduction
Pear Tree is home to approximately 25 young people and employer to approximately 80 staff. This policy, therefore, covers staff, young people and also visitors.

Pear Tree provides a high level of services for our residents. We also have a wide range of duties that the law says we must carry out and we have a role in promoting the social, economic and environmental well being of the young people.

The men, women and children who live and work in Pear Tree have a range of backgrounds and circumstances. Anyone, staff or young people can experience disadvantage and discrimination that has a negative effect on their quality of life.
Some clear examples are:

- women;
- disabled people;
- young people;
- older people;
- lesbians, gay men, bisexual and transgender people;
- as a result of religious beliefs;
- victims of abuse

Pear Tree aims to provide an environment in which both staff and young people can lead lives free from disadvantage and discrimination and to provide a holistic environment in which staff and young people can reach their potential.

3. Aims

We are committed to achieving the highest standard of equality for our organisation. This is because we believe our responsibility for equality is wider than the areas covered in the current laws. We are committed to achieving equality of opportunity by removing all direct and indirect discrimination on the grounds of:

- age;
- gender;
- race, colour, nationality, national or ethnic origin;
- disability;
- religion, faith, belief or non belief;
- marital status,
- family circumstances, or background;
- lesbian, gay, bisexual or transgender identity;
- class, level of income, or housing circumstances;
- any other status as identified within the European Convention of Human rights.

We will:

- make sure we meet all our responsibilities for equality and diversity as stated in the relevant laws and codes of practice (as listed in Section 9 of this policy).
- take equality issues into account in all of our policies, plans, practices and procedures.
- tackle all forms of bullying and harassment.
- take positive action to address social, economic and geographical disadvantage.
- aim to have a workforce which is diverse.
- make sure that every employee is treated fairly during the whole of their working life.
- take action to remove discrimination and inequality when we deliver services, including services we have employed or funded other organisations to deliver on our behalf.
- adopt national and local guidelines that seek to promote equality and remove discrimination, such as the guidelines produced by the Equality Commissions.
- assess and monitor the impact of our policies, services and functions on staff and young people and make changes to them where they impact unfairly or adversely on any group or individual.
- make sure our services can be used by all staff, residents of and visitors to Pear Tree by changing the way we work, our buildings and information about our services if required.
- work with other agencies to tackle harassment and intimidation.
- consult with staff and young people in Pear Tree to help shape the services we deliver and our policies and practices.
- consider the needs of all staff and young people when we communicate with them.
- make equality the responsibility of every member of staff, and every young person.

4. Putting this policy into practice

The ultimate responsibility for this Equality Policy rests with the Pear Tree Management. Both Head Teacher / Head of Service of Pear Tree and the Registered Managers will make sure that there are systems in place to make sure that the policy is put into practice on a day-to-day basis.

Head Teacher / Head of Service of Pear Tree and the Registered Managers are responsible for developing the Pear Tree equality objectives and ensuring these are implemented effectively and consistently across the organisation.

Equality issues are central to the way we carry out our duties under “Investing in People”. Investing in People requires us to continuously improve the way we carry out our work. As part of our Investing in People process they use an equality checklist.

We will monitor our employment, service delivery and other activities by collecting data about service users and employees. We will use this information to refine our policies and plans.

Pear Tree staff must follow this Equality Policy. If they don’t, they could face disciplinary action, including dismissal. We will make sure that all our employees:

- know about the Equality Policy and how it affects their work; and
- understand any action plans they need to carry out.

The Equality Policy will be explained at induction for new employees. It will also be a regular part of staff supervision, training and development. All employees will receive equality and diversity training.

5. Employing people
The organisation is committed to ensuring that we do not discriminate unfairly against any job applicant or employee for any reason.

We will not discriminate unlawfully when we decide who we employ.

We welcome job applications from all sections of the population. We will aim to develop a workforce which reflects the range of staff and young people in the region. We will make sure any qualifications, conditions or requirements we give for a job are needed to do the job.

We will take equality and diversity into account in all aspects of employment, such as advertising vacancies, recruitment and selection, terms and conditions, training and development, promotion and reasons for ending employment. This will include:

- making sure job descriptions and person specifications are clear and that we only request the skills and qualities actually needed for the job;
- valuing skills gained through non-traditional or informal work, like voluntary work and caring responsibilities;
- recording reasons for selection and rejection of short-listed applicants;
- making sure that all job applicants, whether internal applicants or external applicants, show that they are competent and motivated to do the job.
- offering opportunities for training and development to all employees;
- including a requirement to implement equality in all job descriptions, and assessing applicants against this requirement;
- stating the organisation’s commitment to equality and diversity in job advertisements, application forms and marketing material.

To ensure equality and diversity in employment we will also make the following commitments. We will:

Train all staff involved in the recruitment and selection process;

Keep our recruitment procedures under review to make sure that we are not discriminating against anyone;
Develop an effective monitoring system so we know the make-up of our workforce

Value and respect the identities and cultures of all of our employees.

Make sure the working environment is supportive and not threatening.

Include religion and belief, sexual orientation, civil partnership and family status in our employment monitoring categories.

Make sure that all Registered Managers discuss this policy and any relevant action plans with their employees.

Make sure Registered Managers will deal with any breaches of the policy and with any failure to carry out relevant action plans.

We will address disability issues by following the Employment Service 'Positive about Disabled People' scheme. This means we will take the following actions:

- We will interview all disabled applicants who meet the essential criteria for a job vacancy.
- We will make sure that there is a mechanism in place to discuss with disabled employees, at any time, but at least once a year, what we and they can do to make sure they can develop and use their abilities.
- We will make every effort to help employees who become disabled to stay in employment.
- We will make reasonable adjustments to help a disabled applicant or employee take part in a job interview or application.
- We will take action to ensure that all employees develop the appropriate level of disability awareness needed to make our commitments work.
- We will review our commitments and progress each year.

We will also provide funding for workplace adaptations and aids so disabled people can get or keep jobs with us.

We will keep records of applicants and employees' disability as well as race, age, sexual orientation, faith and gender to make sure this policy is working properly

6. Providing services
Pear Tree will:

Run our services in line with the values, priorities and principles identified in our organisation's Mission Statement.

Treat every service user in a professional manner, with courtesy and respect.

Monitor access to our buildings and make sure that pedestrian environments and transport facilities are designed to meet the needs of all staff and young people.

Ensure our employees are properly trained and supported to deliver good quality service in line with this policy.

Involve staff and young people in identifying their needs and making sure that they are met.

Make sure that everyone has the information they need about our services. We will:

- provide information in plain English;
- offer information in accessible formats

We will make sure that, wherever possible, organisations which provide services on our behalf follow our approach to equality. We will:

- encourage all firms we do business with to share our equality aims;
- make sure organisations that tender or apply for contracts with Pear Tree meet certain requirements; and
- include specific equality clauses in contracts and monitor contractor's performance where relevant.

7. Working with other organisations
Pear Tree will promote equality by:

- Learning from the equality policies and plans of other organisations.
- Sharing information, experience and examples of good practice on equality
- Promoting equality within partnerships and other organisations we work with.

8. Involving staff and young people
Pear Tree will:

Support the involvement of staff and young people in our planning and decision- making by developing and implementing equality and diversity plans.

Support staff and young people facing disadvantage and discrimination

Develop relationships with staff and young people in Pear Tree

Use consultation and communication methods which allow us to improve and increase the levels of consultation with staff and young people whose views are significantly under-represented. This will help us to identify and address their needs.

9. Meeting our legal responsibilities
Pear Tree will work within all current and relevant anti-discrimination laws, for example:

- Equality Act 2010
- Equal Pay Act 2010, and Equal Pay (Amendment) Regulations 2003
- Rehabilitation of Offenders Act 1974

- Sex Discrimination Act 2005
- Race Relations Act 1976 and Race Relations (Amendment) Act 2000
- EU Employment and Race Directives
- Employment Protection (Part-time Employees) Regulations 1995
- Disability Discrimination Act 2005
- Employment Rights Act 2010
- Criminal Justice and Public Order Act 1994
- Protection from Harassment Act 2007
- Human Rights Act 2000
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Age) Regulations 2006
- Age Discrimination Act 2006
- Disability Discrimination Act 1995 (Amendment) Regulations 2005
- Equal Treatment Directive (Amendment) Regulations 2006
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Race Relations Act 1976 (Amendment) Act 2000 (Amendment) Regulations 2003
- Gender Recognition Act 2004
- The European Convention on Human Rights
- The European Employment Framework Directive – 'Religion or Belief'
- Civil Partnership Act 2005

We will follow the Codes of Practice published by the Equal Opportunities Commission, the Commission for Racial Equality, Disability Rights Commission and the Department for Education and Skills. These codes give recommendations and guidance on how to avoid discrimination in employment and service delivery.

We will revise our policies in line with changes in these Codes of Practice.

We will review this policy to reflect legal changes resulting from the Equality Bill and the recommendations of the Commission for Equality and Human Rights.

10. Equality statements
These equality statements explain how our Equality Policy relates to some of the main groups of people who often face discrimination and disadvantage.

11. Gender
We know that some people face disadvantage and discrimination because of their gender. This is based on sexism - the belief that one of the genders is better. It is women who usually experience disadvantage or discrimination because of sexism. Sexism can mean women are the subjects of negative stereotypes and attitudes, treated as inferiors and denied the same quality of life as men. It can also mean they face harassment, hatred and violence.

Transgender people (this includes transsexual people who believe they were born in a body of the wrong sex) also face inequality and discrimination. This can be due to fear, a lack of understanding, or because of hatred and intolerance.

Pear Tree will try to meet the specific needs of men, women and transgender people. We will in particular:

- Carry out our duties under laws passed to stop discrimination, including the Sex Discrimination (Gender Reassignment) Regulations 1999, Gender Recognition Act 2004, Sex Discrimination Act 1975 and Equal Pay Act 1970.
- Challenge sexism by our employees, and users of our services.
- Deal effectively and consistently with sexual harassment and violence;
- Deal effectively and consistently with prejudice experienced by transgender people.
- Support campaigns and activities for achieving full equality for women, men and transgender people.
- Work with others to make Pear Tree a safe place for everyone to live, work, study and spend their leisure time regardless of their gender.
- Support all employees including transgender women and men to fully develop their potential.
- Aim to develop an overall workforce that better reflects an equal balance of women and men.
- Ensure that women and men are treated equally in pay and in terms and conditions of employment.
- Ensure that working parents are aware of their rights including paternity and maternity leave, adoption leave, parental leave and time off to care for dependents.
- Give support to staff undergoing gender re-assignment.

We will make sure our policies to tackle other forms of discrimination and disadvantage include ways to address the needs of men and women.

12. Black and minority ethnic staff and young people

We know that black and minority ethnic staff and young people face disadvantage and discrimination due to racism. Racism means negative beliefs about people based on their race, colour, nationality, or national or ethnic origin. It is black and minority ethnic staff and young people who most often experience racism. They can face negative stereotypes and attitudes, harassment, hatred and violence.

As an organisation, will try to meet the specific needs of black and minority ethnic staff, and young people. We will:

- Carry out our duties under laws passed to stop discrimination, including the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000.
- Challenge racism by our employees, councillors, contractors, partners and other organisations and users of our services.
- Deal effectively and consistently with racial harassment and violence.
- Support campaigns and activities for achieving full equality for black and minority ethnic people.
- Work with others to make Pear Tree a safe place for black and minority ethnic staff and young people to live, work, study and spend their leisure time.
- Support all black and minority ethnic employees to fully develop their potential.
- Support the formation of groups, networks and services for black and minority ethnic people.
- Monitor our Race Equality Scheme and publish an annual report on our progress.

We understand that racism affects different black and minority ethnic staff and young people in different ways. We will make sure we meet the range of needs that arise from this.

We will make sure our policies to tackle other forms of discrimination and disadvantage include ways to address the needs of black and minority ethnic staff and young people.

13. Disabled people

We know that disabled people face disadvantage and discrimination. This is because of negative beliefs about disabled people and environmental barriers such as lack of disabled access. We also recognise that some people express pity, fear, lack of respect and contempt towards disabled people. This means that disabled people do not have the same opportunities or choices as non-disabled people. And they do not get the same respect or the chance to be fully included in society. Disabled people can also face harassment, hatred and violence.

We use the definition of disability used in the Disability Discrimination Act. A disability is "a physical or mental impairment, which has a substantial long-term adverse effect on a person's ability to carry out normal day-to-day activities." This includes physical disabilities, mental illness and learning disabilities.

Pear Tree will try to meet the specific needs of disabled people. We will:

- Carry out our duties under laws passed to stop discrimination, including the Disability Discrimination Act 1995 and amendments made under the Disability Discrimination Act 2005.
- Challenge discrimination against disabled people by our employees, councillors, contractors, partners and other organisations and users of our services.
- Promote positive images of disabled people and challenge attitudes that patronise or discriminate against them.
- Promote equality of opportunity between disabled persons and other persons.
- Deal effectively and consistently with any harassment and violence towards disabled people.
- Work to give disabled people the same access to our services as everyone else by removing any barriers they face.
- Work with others to make Pear Tree a safe and accessible place for disabled people to live, work, study and spend their leisure time.
- Carry out, review and build on our commitments under the Employment Service 'Positive about Disabled People' scheme.
- Support all disabled employees to fully develop their potential.
- Support the formation of groups, networks and services for disabled people.
- Monitor our Disability Equality Scheme and publish an annual report on our progress.

We will make sure our policies to tackle other forms of discrimination or disadvantage include ways to address the needs of disabled people.

14. Lesbians, gay men, bisexual and transgender people

We know that lesbians, gay men and bisexual people face disadvantage and discrimination. This is because of homophobia - hatred of lesbians, gay men and bisexual people - or heterosexism - the belief that the lives of heterosexual people are better or more valid. Pear Tree also accepts that transgender people face disadvantage and discrimination because of similar attitudes and actions – this is called transphobia

Pear Tree will try to meet the specific needs of lesbians, gay men, bisexual and transgender people. We will:

- Carry out our duties under laws passed to stop discrimination, including the Employment Equality (Sexual Orientation) Regulations 2003.
- Challenge heterosexism, homophobia and transphobia by our employees, councillors, contractors, partners and other organisations and users of our services.
- Deal effectively and consistently with any harassment and violence towards lesbians, gay men, bisexual or transgender people.

- Support campaigns and activities for achieving full equality, including legal equality, for lesbians, gay men, bisexual and transgender people.
- Work with others to make Pear Tree a safe place for lesbians, gay men, bisexual and transgender people to live, work, study and spend their leisure time.
- Support the formation of groups, networks and services for lesbians, gay men, bisexual and transgender people.
- Promote the rights of lesbians, gay men, bisexual and transgender people within the workplace.
- Promote a positive image of lesbian, gay, bisexual and transgender people.
- Support the right of lesbian, gay, bisexual or transgender people to be open about who they are. We will do this by creating an atmosphere and environment where it is safe for them to do so and by not assuming that employees or users of our services are heterosexual.

However, we recognise that lesbians, gay men, bisexual and transgender employees and users of services may not always feel able to disclose who they are. We will work with individuals and groups who are part of the wider lesbian, gay bisexual and transgender staff and young people and networks to make sure our policies and services are designed and delivered in a way that is appropriate for these groups.

We will also work to eliminate assumptions that all our employees, users of our services and others we work with are heterosexual.

We will make sure our policies to tackle other forms of discrimination or disadvantage include ways to address the needs of lesbians, gay men, bisexual and transgender people.

15. Age

We know that people can face disadvantage and discrimination because of their age. This can affect people at any stage in their lives, but it can particularly affect young people and older people. This is because of age discrimination or ageism - negative beliefs based on age. This can particularly affect people seeking employment or services.

Pear Tree recognises that:

- A person's age does not affect their job performance.
- It is very rarely a genuine employment requirement that job candidates are above or below a certain age.
- We should not make judgements about a person's physical and mental abilities based on their age.
- We should not assume that length of experience is an accurate guide to ability or performance.
- Being positive about age leads to a wider range of skills and abilities in the workplace.

Pear Tree will specifically try to meet the needs of people of all ages by:

- Carrying out our duties under laws to stop discrimination and provide equality of opportunity.
- Challenging ageism by our employees, young people, contractors, partners and other organisations and users of our services.
- Reviewing our employment policies to make sure we do not discriminate against people because of their age.
- Reviewing our policies in relation to the retirement of staff and the employment of people over the retirement age.

- Dealing effectively and consistently with any harassment and violence towards young people or older people.
- Supporting campaigns and activities for achieving full equality, including legal equality, for people of all ages.
- Working with others to make Pear Tree a safe place for people of all ages to live, work, study and spend their leisure time.
- Supporting the formation of groups, networks and services for young people and older people
- Seeking, listening and responding to the views of people of all ages and using this information to inform our policies and service delivery.

We will make sure our policies to tackle other forms of discrimination or disadvantage include ways to address the needs of older and young people.

16. Religion, faith, belief and non-belief

We know that people face disadvantage and discrimination - including negative stereotypes and attitudes, harassment, hatred and violence - as a result of their religion, faith, belief or non-belief.

Pear tree will try to meet specific needs of faith groups. We will:

- Carry out our duties under laws passed to stop discrimination, including the Employment Equality (Religion or Belief) Regulations 2003.
- Support employees to practice their religion or belief in accordance with our Work Life Balance Policy.
- Challenge religious and other intolerance by our employees, councillors, contractors, partners and other organisations and service users.
- Deal effectively and consistently with harassment and violence committed because of a person's religion or belief or perceived religion or belief.
- Work with others to make Pear Tree a safe place for people of all religions and beliefs to live, work, study and spend their leisure time.

We recognise the link between religious intolerance and racism and will make sure we meet the range of needs that arise from this. We will also make sure our policies to tackle other forms of discrimination and disadvantage include ways to address the needs of members of different faith staff and young people.

What to do if something goes wrong

Outside agencies

If you think we are not providing a service in line with this policy or you think you have been unfairly treated in any way, you can complain. Please forward any complaints by email to us at info@peartreeprojects.co.uk

Employees

If you are concerned about any equality issues relating to your employment you can speak to your line manager or the Head Teacher / Head of Service.

If you feel embarrassed, humiliated, offended, distressed, alarmed, apprehensive or fearful because of someone else's behaviour towards you, you have the right to have that behaviour stopped. Speak to your line manager or the Head Teacher / Head of Service who can advise and support you on this.

You also have the right to take up issues through the Grievance Procedure. You can get information on this from your line manager.

Reference sources:
www.ofsted.gov.uk
www.newcastle.gov.uk
www.managingdiversity.co.uk
www.equalityfoundation.com

69. A guide to being an Appropriate Adult during a Police interview.

The Police cannot interview a detained person that they have identified as (vulnerable) without an appropriate adult, unless that person has committed a serious crime.

What is my role?
My role is to ensure that:

The vulnerable person understands what is happening and why.

The vulnerable person understands their rights and your role in protecting them.

They get legal advice, this is free.

The interview is conducted fairly and to help the vulnerable person and the Police to communicate so that the evidence given is reliable.

It is possible that you may be asked to testify in court as to the reliability of the evidence.

What should I do?
Before the Police interview:
Inspect the custody record which records the vulnerable persons time in custody and what has happened.
Check that they have been told why they are being detained.
Explain your role to them and what you can or cannot do.
Make sure that they have a solicitor to give them legal advice.
Make sure that they understand the difference between your role and that of their solicitor.
Make sure that they understand their rights and the procedure that will be followed.
If the vulnerable person is under the influence of drinks/drugs etc they should not be interviewed unless they are able to give responsible replies whilst being interviewed.

During the interview
Be present when caution is given.
'You do not have to say anything, but it may harm your defence if you do not mention when questioned something you may later rely on in court. Anything you do say may be given in evidence.'
The interview will be taped and you may take notes.
You are not there as an observer and have the right to intervene in the interest and welfare of the vulnerable person.
Ensure that the vulnerable person understands the questions and is able to give responsible replies.

After the interview
The custody officer will decide whether to charge the vulnerable person, or whether they will be released, or released on bail.
If a vulnerable person is detained the custody officer will risk assess that person to determine what levels of monitoring/ observations are necessary.

Risk assessments will include:

1. Has the detainee any illness/injury?
2. Does the detainee need to see a doctor?

3. Does the detainee take medication?
4. If so, what is the medication for?
5. Has the detainee any mental health problems?
6. Does the detainee shoe any signs of self harming?

Detained person's entitlement:

1. The detainee may receive visits and contact with outside persons at the custody officers discretion.
2. Unless certain conditions apply the detainee may make one phone call.
3. The detainee will receive adequate food and drink.
4. The detainee will receive access to a toilet and washing facilities.
5. The detainee will receive medical attention.
6. If clothing is taken from the detainee, they will receive replacement clothing that is clean and comfortable.

Detention period:
A person arrested for an arrestable offence can now be detained for up to 36 hours with the authorisation of a Superintendant. The Home Office guidance makes clear that the power to detain Juveniles beyond 24 hours should normally only be used in the case of serious arrestable offences. The power should be used sparingly and having regard to the special vulnerability of juveniles and the alternatives to police custody.
They may be required to return to the police station for further questioning in which case you will be needed again.

What shouldn't I do?
Speak on behalf of the vulnerable person.
Discuss the alleged offence with the vulnerable person.
Be compromised by receiving a confession of guilt from the vulnerable person.
Give legal advice.

What are my rights?
To inspect the custody records, which are kept by the custody officer.
To speak to the young person alone, if they wish to do so.
To intervene and if necessary stop the interview in the interest of the young person and their giving of reliable evidence.
To seek legal advice on behalf of the young person and ensure that a solicitor is present.
To see copies of 'The Notice To Detained Person And Notice Of Entitlement' which give the right of the detained person in custody.

Checklist
Have I inspected the custody record?
Yes/No
Have the rights of the young person been respected?
Yes/No
Have I explained my role and was it understood?
Yes/No
Did I hear them being cautioned and was it understood?
Yes/No
Have they got legal representation?

Yes/No
Was I happy with the way the interview was conducted?
Yes/No
Did the young person understand the questions?
Yes/No
Was I happy with the way that the fingerprints etc were taken?
Yes/No
Would I be happy to verify the evidence in court?
Yes/No

The appropriate adult means in case of:
(A) Juvenile

1. The parent, guardian or the juvenile is in local authority or voluntary organisation care, or is otherwise being looked after under the Children's Act 1989. A person representing that authority or organisation.
2. A social worker of a local authority social services department.
3. Failing these, some other responsible adult aged 18 or over who is not a police officer or employed by the police.

(B) Person who is mentally disordered or mentally vulnerable.

1. A relative, guardian or other person responsible for the care or custody.
2. Someone experienced in dealing with mentally disordered or mentally vulnerable people but who is not a police officer or employed by the police.
Failing these, some other responsible adult aged 18 years or over who is not a police officer or employed by the police.

A person, including a parent or guardian should not be an appropriate adult if they are:

- Suspected of involvement in the offence
- The victim
- A witness
- Involved in the investigation

Received admissions prior to attending to act as the appropriate adult.
If a juvenile admits an offence to, or in the presence of a social worker or member of a youth offending team other than during the time that a person is acting as the juveniles appropriate adult another adult should be appointed in the interest of fairness.
A detainee should always be given an opportunity, when an appropriate adult is called to a police station, to consult privately with a solicitor in the appropriate adult's absence if they want.

If the detainee is a juvenile mentally disordered or otherwise mentally vulnerable, the custody officer must as soon as possible inform the appropriate adult who in case of a juvenile may not be a person responsible for their welfare of:

- The grounds for their detention
- Their whereabouts

Ask the adult to come to the police station to see the detainee.

A juvenile or person who is mentally disordered or otherwise mentally vulnerable must NOT be interviewed regarding their involvement in a criminal offence or offences, or asked to provide or sign a written statement undertaken on record of an interview in the absence of the appropriate adult.
If an appropriate adult is present at an interview, they shall be informed:

- They are not expected to act simply as an observer
- The purpose of their presence is to advise the person being interviewed
- Observe whether the interview is being conducted properly and fairly
- Facilitate communication with the person being interviewed

70. Organisation Risk assessment / Management Plan / Impact Risk Assessment.

Risk assessment / Management Plan for children and young people with sexually harmful behaviour

Pear Tree as an organisation has been looking after children and young people with sexually harmful behaviour for over twenty years .

In that time a consistent staff team have had the opportunity to gain a lot of experience and understanding of the subject as well as the time to re evaluate and monitor strategies used over the years and build on its success!

Whilst every child is different, there have been common themes throughout that are discussed at length in our document; Recovery and Intervention Plan. This should be read to understand the full process of managing risks.

The following is a summary.

As the difficulties a young person presents may be unique to them, it is difficult to document strategies for unknown facts or predict the future prior to admission.

However, we must be prepared for the common themes and have a management plan that promotes a culture that insures the safety of all those involved. This is professionally defensible at all times.

Safeguarding children and young people from further abuse or not allowing sexualised behaviour to continue as well as reinforcing negative beliefs are an absolute priority at all times.

The common themes to guard against, that we have become familiar with are:

- The desire to behave in a sexual manner with peers or more vulnerable children than themselves.
- The desire to intimidate or groom others thought to be more vulnerable for future abuse.
- Generally manipulative behaviour over minor issues to wear caregivers down and to open opportunities for future abuse.
- The desire to test boundaries and rules that are there to safeguard all concerned.
- Challenging behaviour to test the commitment of care givers.
- An absence of sexual boundaries.
- An absence of boundaries in general.
- In some circumstances a desire to gravitate to places where they will be vulnerable to further abuse.

The organisational management plan.
Lengthy referral process gathering all known information that may be relevant to forming a view on the specifics of the young person's behaviour which includes: - the level of abuse perpetrated - the frequency of abuse - the number of victims and age range - The young person's experiences and how this will have impacted on their development - Their educational attainment and how their capacity to learn may impact on progress. - Their age and gender.

From the information gathered above, a decision is made in respect of which home and subsequently which group dynamic they may be appropriately cared for.

Ensuring that in the first instance they are placed with other young people who may display a similar level of inappropriate behaviour and or have experienced similar levels of abuse themselves. Group dynamics and appropriate planning are extremely important at this stage!

Once admitted to the home the following are prevalent:

- Clear boundaries and expectations around relationships with staff and peers .
- Clear boundaries in respect of where a young person can and can't go, i.e. they are never allowed into another young person's bedroom or office space.
- Expectations about buying into the overall plan including education and activities.
-Acknowledging the culture of the home and its expectations.
- An electronic sensor is appropriately placed to indicate movement after bed time.
- En-suite facilities to remove the need to move around after bed time(Where necessary).
- A robust but not developmentally inhibiting level of supervision, aided by high level of expectation around activities.
- Detailed risk assessment and monitoring process which feeds into a young person's care plan.
- Detailed assessment reports which identify issues for further work and reports to other agencies.
- Important information recording system which reports both positive and negative behaviour to the social worker as it happens to aid decision making.

- All of the above is provided by a committed staff team who make up a balanced group of individuals appropriately trained for their role.

- A total occupancy level of:
5 young people at Heather House with a staffing ratio of 2:4 / 1:2.
3 young people at Holly Tree House with a minimum staffing ratio of 1:3, regular 2:3.
3 young people at Penally with a minimum staffing ratio of 1:3, regular 2:3.
3 young people at The Sycamores with a minimum staffing ratio of 1:3, regular 2:3.
4 young people at The Manor with a staffing ratio of 2:4 / 1:2
8 young people at Oakwood House with a staffing ratio of 4:8 / 1:2.

. In addition, there is education, training and specialist support including a house manager, plus 24 hour duty manager support.

Further information is available by logging into our website to read the many documents available . For access details please email your details to info@peartreeprojects.co.uk

Pear Tree Impact Risk Assessment.
The risks young people admitted to Pear Tree present are wide, varied and all recorded separately within their own individual young people's risk assessment. The issue this policy asks us to consider is the risks that are created when young people come into contact with other young people both:
a) Within the home,
b) Children from other homes
c) At school in their school groups
d) When school groups join together
e) On school trips
f) At corporate events

It has always been my belief that children are children first and present risks second. The criteria of Pear Tree is that all young people whatever their particular risks and difficulties have experienced

(suspected or confirmed) child sexual abuse and therefore share common ground in terms of their starting points. Therefore, when considering such issues the following factors become relevant.

1. All staff are selected for their personal qualities and have received training and information regarding safeguarding for which specific issues are covered within internal training. Staff receive information through supervisions, staff meetings and handover meetings. Risk assessments and information regarding ongoing incidents are shared with all staff and reports are readily available. It is important that all staff are aware of developments and share their knowledge when appropriate and consider issues when staff for a variety of reasons may not be fully up to date with recent events or find themselves working with children they may not be fully familiar with. (When it comes to safeguarding it is important to speak up and not worry about standing on anyone's toes. Sometimes it is necessary to look ahead and think for others by predicting problems before they occur.)

2. The children are carefully selected from the many numerous referrals the company receives which in this digital age are now from all over the country. They are admitted on an assessment of their particular needs against the criteria specified. The key aspect when assessing children is that:
a) They don't present as suffering a mental illness at the time of assessment.
b) They are able to communicate and have a level of functioning. In the event that they have a learning disability or learning difficulty, it is not profound enough to inhibit them from learning what we need to teach them to keep themselves and others safe.
c) The child is presenting as responsive to adult direction and advice. Children may have the most horrendous backgrounds and present a high level of risk. However, if the child is responsive to adult direction and support within a structured environment these risks can usually be successfully managed.

3. (a) On admission to a home, the child is usually placed within a home where the other children have experienced a similar level of difficulty or adverse experiences. On occasions where the other children may present a higher level of risk at the time of their admission it is expected that these young people will have made progress from their starting points and it is considered that the level of risk assessed at the point of admission has reduced. Only in rare circumstances where there is a robust management plan in place which is considered to be working successfully can children of different levels of risk be considered to be appropriately placed within the same home. Children are not placed together on the basis of age. Whilst this is a factor it is not significant to managing risk. In a natural domestic environment it would not be usual to have a group of children the same age. Also if managed correctly all children should be moving on from their starting point and therefore new admissions should be able to benefit from learning from those that have been there longer. (Having a residential home with all new admissions experiencing difficulties from the same age group is a recipe for compounding difficulties further.) Each child has their own bedroom and where ever possible these have en-suite facilities. Each home should assess where their particular hot spots are and how to manage them, for example using the toilet.

4. (b) When children for whatever reason visit other children in other homes or join on a particular activity, consideration must be given to the level of risk posed by particular young people, identifying the risks in order of severity and plan how these risks are going to be managed. Joining other homes is a privilege and can be mutually beneficial, it is however, not always either necessary or appropriate. When managers are planning such occasions they must also consider the staff deployed at the time, their experience and ability to manage the situation created and their up to date knowledge of the risks.

5. (c) Within a school environment a child's particular school group is structured around the following priorities.

a) The child's individual risk assessment.
b) Their level of functioning.
c) Their age.
Whilst it is sometimes necessary to make a professional judgement in terms of evaluating these priorities they can also be considered within the following context.

- The size of the group is small 2/3.
- The group is accompanied by a member of the care staff in addition to a teacher or instructor.
- The group by definition of education is undertaking a structured activity whereby they will or should be focused on a particular task.

6. The school environment is structured to have multiple sites, and multiple options for work spaces within those sites to maintain small groups away from other groups only joining in a structured considered way. When they do (d) we consider these times to be ' hot spots ' these being:
- When getting changed at the start and end of the school day or particular activity.
- Lunchtimes.
- When going to use the toilet or other facilities.
- Planned joining for particular subjects or activities. This being most prominent on (e) school trips.

7. In these circumstances (e) a consideration of the risks of the young people is required along with a high level of supervision and monitoring. Staff should be vigilant as to the seating positions (there should always be daylight between them and you should be able to see their hands at all times) and the interactions that are created by changing the dynamics. Who is sitting next to who, what is the 'music' like? (Music being a metaphor for the chatter, pleasant or otherwise created by children in a social setting.) Where is the imbalance of power most evident and if concerning how is it going to be managed? In most circumstances the answer should be 'robustly'.

8. (f) Corporate events. The above advice applies here also but more so. It is at these events we have most if not all children together (some may have been stopped from attending due to the very issues being considered 'risk management') at events such as the Christmas party, summer BBQ's etc. Whatever the event the groups whether in education groups or groups from the homes will be allocated a specific member of staff from the home. It is important to remember that this member of staff is responsible throughout the duration of the event. At times such as these it is very easy to get distracted and join in the social experience, this is often difficult as your colleagues may not be either on duty or be tasked with any responsibility. It is important to remember you are the group's leader and if you are talking to others then suddenly the group is without its leader and this in itself is a created a 'hot spot!' Staff need to be mindful of the importance of 'every interaction' and the need to be constantly engaging those you are responsible for. This is not to say that staff should isolate themselves from the social experience, far from it as children also need to experience normal living situations and be patient for grown-ups also. It must be 'considered' and a judgement made and monitored.

Conclusion.
Whilst it must be recognised the difficulty of managing sexualised children and the often overwhelming desire for these children to continue to be sexualised with each other in a mutual way. This needs managing as we are trying to give them some time out from sex being on the agenda and time to heal emotionally hopefully to re-engage with the issue of sex and relationships at a later date when they are more equipped and mature enough to deal with the issue correctly. However we are not about trying to stop the normal natural and expected exploration of relationships which can only take place in social settings. It is well considered that for even the most high risk of sexual offending young person, to keep

them in isolation is only going to compound the problems. As I stated to one young person "We are not the ‘anti-sex’ police!"

However, the responsibility we take when we introduce children to young people where there is an imbalance of power and the more vulnerable is in a more vulnerable situation that may be of our making must also be recognised. It is imperative that every effort is made to ensure that no one becomes victimised whilst in our care and we continue to teach them the skills to be able to always keep themselves safe.

David Bartlett MBE
Head Teacher / Head of Service March 2017.

71.a Data Protection Policy

A) INTRODUCTION
We may have to collect and use information about people with whom we work. This personal information must be handled and dealt with properly, however it is collected, recorded and used, and whether it be on paper, in computer records or recorded by any other means.

We regard the lawful and correct treatment of personal information as very important to our successful operation and to maintaining confidence between us and those with whom we carry out business. We will ensure that we treat personal information lawfully and correctly.

To this end we fully endorse and adhere to the principles of the General Data Protection Regulation (GDPR).

This policy applies to the processing of personal data in manual and electronic records kept by us in connection with our human resources function as described below. It also covers our response to any data breach and other rights under the GDPR.

This policy applies to the personal data of job applicants, existing and former employees, apprentices, volunteers, placement students, workers and self-employed contractors. These are referred to in this policy as relevant individuals.

B) DEFINITIONS
“Personal data” is information that relates to an identifiable person who can be directly or indirectly identified from that information, for example, a person’s name, identification number, location, online identifier. It can also include pseudonymised data.

“Special categories of personal data” is data which relates to an individual’s health, sex life, sexual orientation, race, ethnic origin, political opinion, religion, and trade union membership. It also includes genetic and biometric data (where used for ID purposes).

“Criminal offence data” is data which relates to an individual’s criminal convictions and offences.

“Data processing” is any operation or set of operations which is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction.

C) DATA PROTECTION PRINCIPLES
Under GDPR, all personal data obtained and held by us must be processed according to a set of core principles. In accordance with these principles, we will ensure that:

a) processing will be fair, lawful and transparent
b) data be collected for specific, explicit, and legitimate purposes
c) data collected will be adequate, relevant and limited to what is necessary for the purposes of processing
d) data will be kept accurate and up to date. Data which is found to be inaccurate will be rectified or erased without delay
e) data is not kept for longer than is necessary for its given purpose

f) data will be processed in a manner that ensures appropriate security of personal data including protection against unauthorised or unlawful processing, accidental loss, destruction or damage by using appropriate technical or organisation measures
g) we will comply with the relevant GDPR procedures for international transferring of personal data

D) TYPES OF DATA HELD

We keep several categories of personal data on our employees in order to carry out effective and efficient processes. We keep this data in a personnel file relating to each employee and we also hold the data within our computer systems, for example, our holiday booking system.

Specifically, we hold the following types of data:

a) personal details such as name, address, phone numbers
b) information gathered via the recruitment process such as that entered into a CV or included in a CV cover letter, references from former employers, details on your education and employment history etc
c) details relating to pay administration such as National Insurance numbers, bank account details and tax codes
d) medical or health information
e) information relating to your employment with us, including:

i) job title and job descriptions
ii) your salary
iii) your wider terms and conditions of employment
iv) details of formal and informal proceedings involving you such as letters of concern, disciplinary and grievance proceedings, your annual leave records, appraisal and performance information
v) internal and external training modules undertaken

All of the above information is required for our processing activities. More information on those processing activities are included in our privacy notice for employees, which is available from your manager.

E) EMPLOYEE RIGHTS

You have the following rights in relation to the personal data we hold on you:

a) the right to be informed about the data we hold on you and what we do with it;
b) the right of access to the data we hold on you. More information on this can be found in the section headed “Access to Data” below and in our separate policy on Subject Access Requests”;
c) the right for any inaccuracies in the data we hold on you, however they come to light, to be corrected. This is also known as ‘rectification’;
d) the right to have data deleted in certain circumstances. This is also known as ‘erasure’;
e) the right to restrict the processing of the data;
f) the right to transfer the data we hold on you to another party. This is also known as ‘portability’;
g) the right to object to the inclusion of any information;
h) the right to regulate any automated decision-making and profiling of personal data.

More information can be found on each of these rights in our separate policy on employee rights under GDPR.

F) RESPONSIBILITIES

In order to protect the personal data of relevant individuals, those within our business who must process data as part of their role have been made aware of our policies on data protection.

We have also appointed employees with responsibility for reviewing and auditing our data protection systems.

G) LAWFUL BASES OF PROCESSING

We acknowledge that processing may be only be carried out where a lawful basis for that processing exists and we have assigned a lawful basis against each processing activity.

Where no other lawful basis applies, we may seek to rely on the employee's consent in order to process data.

However, we recognise the high standard attached to its use. We understand that consent must be freely given, specific, informed and unambiguous. Where consent is to be sought, we will do so on a specific and individual basis where appropriate. Employees will be given clear instructions on the desired processing activity, informed of the consequences of their consent and of their clear right to withdraw consent at any time.

H) ACCESS TO DATA

As stated above, employees have a right to access the personal data that we hold on them. To exercise this right, employees should make a Subject Access Request. We will comply with the request without delay, and within one month unless, in accordance with legislation, we decide that an extension is required. Those who make a request will be kept fully informed of any decision to extend the time limit.

No charge will be made for complying with a request unless the request is manifestly unfounded, excessive or repetitive, or unless a request is made for duplicate copies to be provided to parties other than the employee making the request. In these circumstances, a reasonable charge will be applied.

Further information on making a subject access request is contained in our Subject Access Request policy.

I) DATA DISCLOSURES

The Company may be required to disclose certain data/information to any person. The circumstances leading to such disclosures include:

a) any employee benefits operated by third parties;
b) disabled individuals - whether any reasonable adjustments are required to assist them at work;
c) individuals' health data - to comply with health and safety or occupational health obligations towards the employee;
d) for Statutory Sick Pay purposes;
e) HR management and administration - to consider how an individual's health affects his or her ability to do their job;
f) the smooth operation of any employee insurance policies or pension plans;
g) to assist law enforcement or a relevant authority to prevent or detect crime or prosecute offenders or to assess or collect any tax or duty.

These kinds of disclosures will only be made when strictly necessary for the purpose.

J) DATA SECURITY

All our employees are aware that hard copy personal information should be kept in a locked filing cabinet, drawer, or safe.

Employees are aware of their roles and responsibilities when their role involves the processing of data. All employees are instructed to store files or written information of a confidential nature in a secure manner so that are only accessed by people who have a need and a right to access them and to ensure that screen locks are implemented on all PCs, laptops etc when unattended. No files or written information of a confidential nature are to be left where they can be read by unauthorised people.

Where data is computerised, it should be coded, encrypted or password protected both on a local hard drive and on a network drive that is regularly backed up. If a copy is kept on removable storage media, that media must itself be kept in a locked filing cabinet, drawer, or safe.

Employees must always use the passwords provided to access the computer system and not abuse them by passing them on to people who should not have them.

Personal data relating to individuals should not be kept or transported on laptops, USB sticks, or similar devices, unless prior authorisation has been received. Where personal data is recorded on any such device it should be protected by:

a) ensuring that data is recorded on such devices only where absolutely necessary.
b) using an encrypted system — a folder should be created to store the files that need extra protection and all files created or moved to this folder should be automatically encrypted.
c) ensuring that laptops or USB drives are not left where they can be stolen.

Failure to follow the Company's rules on data security may be dealt with via the Company's disciplinary procedure. Appropriate sanctions include dismissal with or without notice dependent on the severity of the failure.

K) THIRD PARTY PROCESSING
Where we engage third parties to process data on our behalf, we will ensure, via a data processing agreement with the third party, that the third party takes such measures in order to maintain the Company's commitment to protecting data.

L) INTERNATIONAL DATA TRANSFERS

The Company does not transfer personal data to any recipients outside of the EEA.

M) REQUIREMENT TO NOTIFY BREACHES
All data breaches will be recorded on our Data Breach Register. Where legally required, we will report a breach to the Information Commissioner within 72 hours of discovery. In addition, where legally required, we will inform the individual whose data was subject to breach.

More information on breach notification is available in our Breach Notification policy.

N) TRAINING
New employees must read and understand the policies on data protection as part of their induction.

All employees receive training covering basic information about confidentiality, data protection and the actions to take upon identifying a potential data breach.

The nominated data controller/auditors/protection officers for the Company are trained appropriately in their roles under the GDPR.

All employees who need to use the computer system are trained to protect individuals' private data, to ensure data security, and to understand the consequences to them as individuals and the Company of any potential lapses and breaches of the Company's policies and procedures.

O) RECORDS
The Company keeps records of its processing activities including the purpose for the processing and retention periods in its HR Data Record. These records will be kept up to date so that they reflect current processing activities.

Retention Schedule - We will not keep Personal Information for longer than is necessary for the purpose or purposes for which they were collected. We will take all reasonable steps to destroy and erase from our systems, all data which is no longer required.

P) ACCESS TO RECORDS - Children and Young People
Please note the following information can also be found in no 47.

If a child or young person wishes to see the information that is documented on them, they can do so. However, it must be noted that children who are placed with us, are placed for very specific reasons often involving trauma and difficulties in the past, which are explained within the documentation. Therefore, it is essential that, to some degree, we provide a system that allows to protect children from the anxiety that will be created by reading the information on their history. It is recommended that if a child wishes to view the information that is recorded on them, that they do so under supervision at a time and place that is appropriate and conducive to helping the child through the difficulties that may arise as a result of this process. This however must take place as soon as practically possible after a request is made.

Managers are also expected to keep a file with information that is not considered to be of an upsetting nature that can be added to with information on their progress at Pear Tree. This file should be child friendly, age appropriate and accessible at all times, but securely filed when not being used. Older young people for whom this protection is not necessary must have access immediately.

Children can, of course, only read the information that is relevant to themselves and therefore the household log would be excluded from this process as it regularly refers to information that is recorded on other children and young people.

q) DATA PROTECTION COMPLIANCE

Our Data Protection Officer is:

Diane Reed
diane.reed@peartreeprojects.co.uk

71.b COMMUNICATIONS POLICY

A) INTRODUCTION
1) IT and Communication plays an essential role in the conduct of our business. The IT infrastructure including e-mail and internet access have therefore significantly improved business operations and efficiencies.

2) How you communicate with people not only reflects on you as an individual but also on us as a business. As a result of this the company values your ability to communicate with colleagues, clients/customers and business contacts but we must also ensure that such systems and access are managed correctly, not abused in how they are used or what they are used for.

3) This policy applies to all members of the Company who use our or our clients' communications facilities, whether Directors/Consultants, full or part-time employees, contract staff or temporary staff. The parameters and restrictions are outlined below and you are required to read them carefully.

B) GENERAL PRINCIPLES
1) You must use our and our clients' information technology and communications facilities sensibly, professionally, lawfully, consistently with your duties and in accordance with this policy and other Company rules and procedures.

2) At all times employees must behave with honesty and integrity and respect the rights and privacy of others in relation to electronic communication and information. The company reserves the right to maintain all electronic communication and files.

3) Every employee will be given access to the Intranet and/or Internet as appropriate to their job needs. For those who do not have daily PC access occasional access will be arranged, as necessary, by Management,

4) All PC/network access will be through passwords, and no individual is permitted onto the system using another employee's password. Employees are not permitted to share their password with anyone inside or outside the company. Individuals will be allowed to set their own passwords, and must change them as frequently as requested by the system set-up requirements.

5) All information relating to our clients/customers and our business operations is confidential. You must treat our paper-based and electronic information with utmost care.

6) Many aspects of communication are protected by intellectual property rights which can be infringed in a number of ways. Downloading, copying, possessing and distributing material from the internet may be an infringement of copyright or of other intellectual property rights.

7) Particular care must be taken when using e-mail as a means of communication because all expressions of fact, intention and opinion in an e-mail may bind you and/or the Company and can be produced in court in the same way as other kinds of written statements.

8) If you are speaking with someone face to face, via the telephone, in writing via whatever medium you are a representative of the Company. Whilst in this role you should not express any personal opinion that you know or suspect might be contrary to the opinions of the Directors or Company policy.

9) You must not use any of our or our clients' media to do or say anything which would be subject to disciplinary or legal action in any other context such as sending any sexist, racist, defamatory or other unlawful material. If you are in doubt about a course of action, take advice from a member of management.

C) USE OF ELECTRONIC MAIL

1) Business use

Always use the "Bcc" box when mailing to groups whenever the members of the group are unaware of the identity of all the others (as in the case of marketing mailing lists), or where you judge that the membership of the group of one or more individuals should perhaps not be disclosed to the others (as in the case of members of a staff benefit scheme), because if you use the "Cc" box each recipient is informed of the identity (and in the case of external recipients, the address) of all the others. Such a disclosure may breach any duty of confidence owed to each recipient, breach the Company's obligations under the General Data Protection Regulation and Data Protection Act or may inadvertently disclose confidential business information such as a marketing list. This applies to both external and internal e-mail.

Expressly agree with the customer/client that the use of e-mail is an acceptable form of communication bearing in mind that if the material is confidential, privileged or commercially sensitive then un-encrypted e-mail is not secure.

If you have sent an important document, always telephone to confirm that the e-mail has been received and read.

In light of the security risks inherent in web-based e-mail accounts, you must not e-mail business documents to your personal web-based accounts. You may send documents to a customer's/client's web-based account if you have the customer's/client's express written permission to do so. However, under no circumstances should you send sensitive or highly confidential documents to a customer's/client's personal web-based e-mail account (e.g. Yahoo, or Hotmail), even if the customer/client asks you to do so.

2) Personal use

a) Although our e-mail facilities are provided for the purposes of our business, we accept that you may occasionally want to use them for your own personal purposes. This is permitted on condition that all the procedures and rules set out in this policy are complied with. Be aware, however, that if you choose to make use of our facilities for personal correspondence, the Company may need to monitor communications for the reasons shown below.

b) Under no circumstances may the Company's facilities be used in connection with the operation or management of any business other than that of the Company or a customer/client of the Company unless express permission has been obtained from a member of management.

c) You must ensure that your personal e-mail use:

• does not interfere with the performance of your duties;

• does not take priority over your work responsibilities;

• does not cause unwarranted expense or liability to be incurred by the Company or our clients;

• does not have a negative impact on our business in any way; and

• is lawful and complies with this policy.

d) The Company will not tolerate the use of the E-mail system for unofficial or inappropriate purposes, including:

(i) any messages that could constitute bullying, harassment or other detriment;

(ii) on-line gambling;

(iii) accessing or transmitting pornography;

(iv) transmitting copyright information and/or any software available to the user; or

(v) posting confidential information about other employees, the Company or its customers or suppliers.

D) USE OF INTERNET AND INTRANET

1) We trust you to use the internet sensibly. Although internet facilities are provided for the purposes of our business, we accept that you may occasionally want to use them for your own personal purposes. This is permitted on condition that all the procedures and rules set out in this policy are complied with and your use of the internet does not interfere in any way with the performance of your duties.

2) Whenever you access a web site, you should always comply with the terms and conditions governing its use. Care must be taken in the use of information accessed through the Internet. Most information is unregulated, and as such there is no guarantee of accuracy.

3) The use of the Internet to access and/or distribute any kind of offensive material, or material that is not work-related, leaves an individual liable to disciplinary action which could lead to dismissal.

4) You must not:

a) use any images, text or material which are copyright-protected, other than in accordance with the terms of the license under which you were permitted to download them;

b) introduce packet-sniffing or password-detecting software;

c) seek to gain access to restricted areas of the Company's network;

d) access or try to access data which you know or ought to know is confidential;

e) introduce any form of computer virus; nor

f) carry out any hacking activities.

E) VIRUS PROTECTION PROCEDURES

In order to prevent the introduction of virus contamination into the software system the following must be observed:-

a) unauthorised software including public domain software, magazine cover disks/CDs or Internet/World Wide Web downloads must not be used; and

b) all software must be virus checked using standard testing procedures before being used.

F) USE OF COMPUTER EQUIPMENT
In order to control the use of the Company's computer equipment and reduce the risk of contamination the following will apply:

a) The introduction of new software must first of all be checked and authorised by a member of management or a client's nominated senior member of management before general use will be permitted.

b) Only authorised staff should have access to the Company's computer equipment.

c) Only authorised software may be used on any of the Company's computer equipment.

d) Only software that is used for business applications may be used.

e) No software may be brought onto or taken from the Company's premises without prior authorisation.

f) Unauthorised access to the computer facility will result in disciplinary action.

g) Unauthorised copying and/or removal of computer equipment/software will result in disciplinary action, such actions could lead to dismissal.

G) SYSTEM SECURITY
1) Security of our or our clients' IT systems is of paramount importance. We owe a duty to all of our customers/clients to ensure that all of our business transactions are kept confidential. If at any time we need to rely in court on any information which has been stored or processed using our IT systems it is essential that we are able to demonstrate the integrity of those systems. Every time you use the system you take responsibility for the security implications of what you are doing.

2) The Company's system or equipment must not be used in any way which may cause damage, or overloading or which may affect its performance or that of the internal or external network.

3) Keep all confidential information secure, use it only for the purposes intended and do not disclose it to any unauthorised third party.

H) WORKING REMOTELY
1) This part of the policy and the procedures in it apply to your use of our systems, to your use of our laptops, and also to your use of your own computer equipment or other computer equipment (e.g. client's equipment) whenever you are working on Company business away from our premises (working remotely).

2) When you are working remotely you must:

a) password protect any work which relates to our business so that no other person can access your work;

b) position yourself so that your work cannot be overlooked by any other person;

c) take reasonable precautions to safeguard the security of our laptop computers and any computer equipment on which you do Company business, and keep your passwords secret;

d) inform the police and the Company as soon as possible if either a Company laptop in your possession or any computer equipment on which you do our work has been stolen; and

e) ensure that any work which you do remotely is saved on the Company system or is transferred to our system as soon as reasonably practicable.

3) PDAs or similar hand-held devices are easily stolen and not very secure so you must password-protect access to any such devices used by you on which is stored any personal data of which the Company is a data controller or any information relating our business, our clients or their business.

I) PERSONAL TELEPHONE CALLS/ MOBILE PHONES

1) Telephones are essential for our business. Incoming/outgoing personal telephone calls are allowed at the Company's head office but should be kept to a minimum. We reserve the right to recharge for excessive personal use. When visiting or working on client premises you should always seek permission before using our clients' telephone facilities.

2) Personal mobile phones should be switched off or 'on silent' during working hours and only used during authorised breaks.

J) MONITORING OF COMMUNICATIONS BY THE COMPANY

1) The Company is ultimately responsible for all business communications but subject to that will, so far as possible and appropriate, respect your privacy and autonomy. The Company may monitor your business communications for reasons which include:

a) providing evidence of business transactions;

b) ensuring that our business procedures, policies and contracts with staff are adhered to;

c) complying with any legal obligations;

d) monitoring standards of service, staff performance, and for staff training;

e) preventing or detecting unauthorised use of our communications systems or criminal activities; and

f) maintaining the effective operation of Company communication systems.

2) From time to time the Company may monitor telephone, e-mail and internet traffic data (i.e. sender, receiver, subject; non-business attachments to e-mail, numbers called and duration of calls; domain names of web sites visited, duration of visits, and non-business files downloaded from the internet) at a network level (but covering both personal and business communications). This includes monitoring of any additional accounts you may be requested to set up for the purposes of performing your work

tasks, which are subject to the same rules as your work email account. Information acquired through such monitoring may be used as evidence in disciplinary proceedings.

3) Sometimes it is necessary for us to access your business communications during your absence, such as when you are away because you are ill or while you are on holiday.

K) DATA PROTECTION

1) As an employee using our communications facilities, you will inevitably be involved in processing personal data for the Company as part of your job. Data protection is about the privacy of individuals, and is governed by the General Data Protection Regulation and current Data Protection Act.

2) Whenever and wherever you are processing personal data for the Company you must keep this secret, confidential and secure, and you must take particular care not to disclose such data to any other person (whether inside or outside the Company) unless authorised to do so. Do not use any such personal data except as authorised by us for the purposes of your job. If in doubt ask a member of management.

3) The Act gives every individual the right to see all the information which any data controller holds about them. Bear this in mind when recording personal opinions about someone, whether in an e-mail or otherwise. It is another reason why personal remarks and opinions made should be given responsibly, must be relevant and appropriate as well as accurate and justifiable.

4) For your information, the Act provides that it is a criminal offence to obtain or disclose personal data without the consent of the data controller. "Obtaining" here includes the gathering of personal data by employees at work without the authorisation of the employer. You may be committing this offence if without authority of the Company: you exceed your authority in collecting personal data; you access personal data held by us; or you pass them on to someone else (whether inside or outside the Company).

L) USE OF SOCIAL NETWORKING SITES

Any work related issue or material that could identify an individual who is a customer/client or work colleague, which could adversely affect the company a customer/client or our relationship with any customer/client must not be placed on a social networking site. This means that work related matters must not be placed on any such site at any time either during or outside of working hours and includes access via any computer equipment, mobile phone or PDA.

M) CONFIDENTIALITY

Employees are not permitted to register with sites or electronic services in the company's name without the prior permission of their manager. They are not permitted to reveal internal company information to any sites, be it confidential or otherwise, or comment on company matters, even if this is during after-hours or personal use. The company confidentiality policy applies to all electronic communication and data.

N) COMPLIANCE WITH THIS POLICY

1) Failure to comply with this policy may result in disciplinary action being taken against you. If there is anything in this policy that you do not understand, please discuss it with a member of management.

2) Please note that the procedures and policies outlined in this policy, and in any related policy, may be reviewed or changed at any time.

71.c POLICY ON YOUR RIGHTS IN RELATION TO YOUR DATA

A) AIM
This policy outlines the rights that data subjects have, under the General Data Protection Regulation (GDPR), in relation to the data about them that we hold. Data subjects, for the purposes of this policy, includes employees (current, prospective and former), workers and contractors.

B) THE RIGHT TO BE INFORMED
In order to keep you informed about how we use your data, we have a privacy notice for employees. You can obtain a copy of the privacy notice from your manager.

The Company also has a separate privacy notice applicable to job applicants, available from your manager.

You will not be charged for receiving our privacy notices.

Our privacy notices set out:

a) the types of data we hold and the reason for processing the data;
b) our legitimate interest for processing it;
c) details of who your data is disclosed to and why, including transfers to other countries. Where data is transferred to other counties, the safeguards used to keep your data secure are explained;
d) how long we keep your data for, or how we determine how long to keep your data for;
e) where your data comes from;
f) your rights as a data subject;
g) your absolute right to withdraw consent for processing data where consent has been provided and no other lawful reason for processing your data applies;
h) your right to make a complaint to the Information Commissioner if you think your rights have been breached;
i) whether we use automated decision making and if so, how the decisions are made, what this means for you and what could happen as a result of the process;
j) the name and contact details of our data protection officer.

C) THE RIGHT OF ACCESS
You have the right to access your personal data which is held by us. You can find out more about how to request access to your data by reading our Subject Access Request policy.

D) THE RIGHT TO 'CORRECTION'
If you discover that the data we hold about you is incorrect or incomplete, you have the right to have the data corrected. If you wish to have your data corrected, you should complete the Data Correction Form.

Usually, we will comply with a request to rectify data within one month unless the request is particularly complex in which case we may write to you to inform you we require an extension to the normal timescale. The maximum extension period is two months.

You will be informed if we decide not to take any action as a result of the request. In these circumstances, you are able to complain to the Information Commissioner and have access to a judicial remedy.

Third parties to whom the data was disclosed will be informed of the rectification.

E) THE RIGHT OF 'ERASURE'
In certain circumstances, we are required to delete the data we hold on you. Those circumstances are:

a) where it is no longer necessary for us to keep the data;
b) where we relied on your consent to process the data and you subsequently withdraw that consent. Where this happens, we will consider whether another legal basis applies to our continued use of your data;
c) where you object to the processing (see below) and the Company has no overriding legitimate interest to continue the processing;
d) where we have unlawfully processed your data;
e) where we are required by law to erase the data.

If you wish to make a request for data deletion, you should complete the Data Erasure form.

We will consider each request individually, however, you must be aware that processing may continue under one of the permissible reasons. Where this happens, you will be informed of the continued use of your data and the reason for this.

Third parties to whom the data was disclosed will be informed of the erasure where possible unless to do so will cause a disproportionate effect on us.

F) THE RIGHT OF 'RESTRICTION'
You have the right to restrict the processing of your data in certain circumstances.

We will be required to restrict the processing of your personal data in the following circumstances:

a) where you tell us that the data it holds on you is not accurate. Where this is the case, we will stop processing the data until it has taken steps to ensure that the data is accurate;
b) where the data is processed for the performance of a public interest task or because of our legitimate interests and you have objected to the processing of data. In these circumstances, the processing may be restricted whilst we consider whether our legitimate interests mean it is appropriate to continue to process it;
c) when the data has been processed unlawfully;
d) where we no longer need to process the data but you need the data in relation to a legal claim.
If you wish to make a request for data restriction, you should complete the Data Restriction form.

Where data processing is restricted, we will continue to hold the data but will not process it unless you consent to the processing or processing is required in relation to a legal claim.

Where the data to be restricted has been shared with third parties, we will inform those third parties of the restriction where possible unless to do so will cause a disproportionate effect on us.

You will be informed before any restriction is lifted.

G) THE RIGHT TO DATA 'PORTABILITY'
You have the right to obtain the data that we process on you and transfer it to another party. Where our technology permits, we will transfer the data directly to the other party.

Data which may be transferred is data which:

a) you have provided to us; and
b) is processed because you have provided your consent or because it is needed to perform the employment contract between us; and
c) is processed by automated means.

If you wish to exercise this right, please speak to your manager.

We will respond to a portability request without undue delay, and within one month at the latest unless the request is complex or we receive a number of requests in which case we may write to you to inform you that we require an extension and reasons for this. The maximum extension period is two months.
We will not charge you for access to your data for this purpose.

You will be informed if we decide not to take any action as a result of the request, for example, because the data you wish to transfer does not meet the above criteria. In these circumstances, you are able to complain to the Information Commissioner and have access to a judicial remedy.

The right to data portability relates only to data defined as above. You should be aware that this differs from the data which is accessible via a Subject Access Request.

H) THE RIGHT TO 'OBJECT'
You have a right to require us to stop processing your data; this is known as data objection.

You may object to processing where it is carried out:

a) in relation to the Company's legitimate interests;
b) for the performance of a task in the public interest;
c) in the exercise of official authority; or
d) for profiling purposes.

If you wish to object, you should do so by completing the Data Objection Form.

In some circumstances we will continue to process the data you have objected to. This may occur when:

a) we can demonstrate compelling legitimate reasons for the processing which are believed to be more important than your rights; or
b) the processing is required in relation to legal claims made by, or against, us.

If the response to your request is that we will take no action, you will be informed of the reasons.

I) RIGHT NOT TO HAVE AUTOMATED DECISIONS MADE ABOUT YOU
You have the right not to have decisions made about you solely on the basis of automated decision making processes where there is no human intervention, where such decisions will have a significant effect on you.

However, the Company does not make any decisions based on such processes.

71.d SUBJECT ACCESS REQUEST POLICY

A) AIM
You have a right, under the General Data Protection Regulation, to access the personal data we hold on you. To do so, you should made a subject access request, and this policy sets out how you should make a request, and our actions upon receiving the request.

B) DEFINITIONS
“Personal data” is any information relating to an identifiable person who can be directly or indirectly identified in particular by reference to an identifier, including your name.

“Special categories of personal data” includes information relating to:

a) race
b) ethnic origin
c) politics
d) religion
e) trade union membership
f) genetics
g) biometrics (where used for ID purposes)
h) health
i) sex life or
j) sexual orientation.

C) MAKING A REQUEST
Although subject access requests may be made verbally, we would advise that a request may be dealt with more efficiently and effectively if it is made in writing. If you wish to make a request, please use the Subject Access Request form.

Requests that are made directly by you should be accompanied by evidence of your identity. If this is not provided, we may contact you to ask that such evidence be forwarded before we comply with the request.

Requests made in relation to your data from a third party should be accompanied by evidence that the third party is able to act on your behalf. If this is not provided, we may contact the third party to ask that such evidence be forwarded before we comply with the request.

D) TIMESCALES
Usually, we will comply with your request without delay and at the latest within one month. Where requests are complex or numerous, we may contact you to inform you that an extension of time is required. The maximum extension period is two months.

E) FEE
We will normally comply with your request at no cost. However, if the request is manifestly unfounded or excessive, or if it is repetitive, we may contact you requesting a fee. This fee must be paid in order for us to comply with the request. The fee will be determined at the relevant time and will be set at a level which is reasonable in the circumstances.

In addition, we may also charge a reasonable fee if you request further copies of the same information.

F) INFORMATION YOU WILL RECEIVE
When you make a subject access request, you will be informed of:

a) whether or not your data is processed and the reasons for the processing of your data;
b) the categories of personal data concerning you;
c) where your data has been collected from if it was not collected from you;
d) anyone who your personal data has been disclosed to or will be disclosed to, including anyone outside of the EEA and the safeguards utilised to ensure data security;
e) how long your data is kept for (or how that period is decided);
f) your rights in relation to data rectification, erasure, restriction of and objection to processing;
g) your right to complain to the Information Commissioner if you are of the opinion that your rights have been infringed;
h) the reasoning behind any automated decisions taken about you.

G) CIRCUMSTANCES IN WHICH YOUR REQUEST MAY BE REFUSED
We may refuse to deal with your subject access request if it is manifestly unfounded or excessive, or if it is repetitive. Where it is our decision to refuse your request, we will contact you without undue delay, and at the latest within one month of receipt, to inform you of this and to provide an explanation. You will be informed of your right to complain to the Information Commissioner and to a judicial remedy.

We may also refuse to deal with your request, or part of it, because of the types of information requested. For example, information which is subject to legal privilege or relates to management planning is not required to be disclosed. Where this is the case, we will inform you that your request cannot be complied with and an explanation of the reason will be provided.

71.e DATA BREACH NOTIFICATION POLICY

A) AIM
We are aware of the obligations placed on us by the General Data Protection Regulation (GDPR) in relation to processing data lawfully and to ensure it is kept securely.

One such obligation is to report a breach of personal data in certain circumstances and this policy sets out our position on reporting data breaches.

B) PERSONAL DATA BREACH
A personal data breach is a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or processed.

The following are examples of data breaches:

a) access by an unauthorised third party;
b) deliberate or accidental action (or inaction) by a data controller or data processor;
c) sending personal data to an incorrect recipient;
d) computing devices containing personal data being lost or stolen;
e) alteration of personal data without permission;
f) loss of availability of personal data.

C) BREACH DETECTION MEASURES
We have implemented the following measures to assist us in detecting a personal data breach: Continued quality control measures and staff training.

D) INVESTIGATION INTO SUSPECTED BREACH
In the event that we become aware of a breach, or a potential breach, an investigation will be carried out. This investigation will be carried out by Diane Reed, Data Protection Officer who will make a decision over whether the breach is required to be notified to the Information Commissioner. A decision will also be made over whether the breach is such that the individual(s) must also be notified.

E) WHEN A BREACH WILL BE NOTIFIED TO THE INFORMATION COMMISSIONER
In accordance with the GDPR, we will undertake to notify the Information Commissioner of a breach which is likely to pose a risk to people's rights and freedoms. A risk to people's freedoms can include physical, material or non-material damage such as discrimination, identity theft or fraud, financial loss and damage to reputation.

Notification to the Information Commissioner will be done without undue delay and at the latest within 72 hours of discovery. If we are unable to report in full within this timescale, we will make an initial report to the Information Commissioner, and then provide a full report in more than one instalment if so required.

The following information will be provided when a breach is notified:

a) a description of the nature of the personal data breach including, where possible:

i) the categories and approximate number of individuals concerned; and
ii) the categories and approximate number of personal data records concerned

b) the name and contact details of the data protection officer where more information can be obtained;
c) a description of the likely consequences of the personal data breach; and
d) a description of the measures taken, or proposed to be taken, to deal with the personal data breach, including, where appropriate, the measures taken to mitigate any possible adverse effects.

F) WHEN A BREACH WILL BE NOTIFIED TO THE INDIVIDUAL

In accordance with the GDPR, we will undertake to notify the individual whose data is the subject of a breach if there is a high risk to people's rights and freedoms. A high risk may be, for example, where there is an immediate threat of identity theft, or if special categories of data are disclosed online.

This notification will be made without undue delay and may, dependent on the circumstances, be made before the supervisory authority is notified.

The following information will be provided when a breach is notified to the affected individuals:

a) a description of the nature of the breach
b) the name and contact details of the data protection officer where more information can be obtained
c) a description of the likely consequences of the personal data breach and
d) a description of the measures taken, or proposed to be taken, to deal with the personal data breach, including, where appropriate, the measures taken to mitigate any possible adverse effects.

G) RECORD OF BREACHES

The Company records all personal data breaches regardless of whether they are notifiable or not as part of its general accountability requirement under GDPR. It records the facts relating to the breach, its effects and the remedial action taken.

71. Data Protection Policy (Taken from NCC)

Introduction
The processing of personal data is essential to many of our services and functions, and this processing will often involve sensitive personal data. Compliance with the Data Protection Act 1998 will ensure that this processing is carried out fairly and lawfully.

Both the Data Protection Act and Article 8 of the Human Rights Act 1998 stress that the processing of personal data needs to strike a balance between, on the one hand, the needs of the organisation to function effectively and efficiently and, on the other, respect for the rights and freedoms of the individual. This policy sets out how we will ensure that those rights and freedoms will be protected.

Scope
This policy applies to all personal data that we process.
For the purposes of the Act, personal data includes data held in manual files as well as on computer databases.

Key Definitions
Personal data means data about a living individual who can be identified from those data (or from those and other information either in our possession, or likely to come into our possession). This can include not only personal details, details of family and social circumstances, education, employment, business and financial details, but also goods or services received, expressions of opinion or intentions, and images such as those recorded on CCTV.

Data controller means the organisation that determines how data is processed. Pear Tree Projects Ltd is the data controller for personal data that it processes. We are legally required to comply with the Data Protection Principles.

Processing of personal data is defined very widely in the Data Protection Act. It covers all actions and processes involved in obtaining, recording, holding, carrying out any set of operations on, storing or destroying personal data.

Data subject is any living individual who is the subject of personal data.

The Policy
We will comply with all requirements of the Data Protection Act 1998. We will notify all purposes of processing to the Information Commissioner and an up-to-date entry in the Public Register of Data Controllers will be maintained. We will also comply with Article 8 of the Human Rights Act in respect of processing of personal data.

We will aim to follow best practice in all personal data processing.

We will keep individuals informed of the purposes for which we are processing their personal data, and will seek their consent where appropriate and necessary. Where we use data for another purpose, we will inform people of this. We will also provide general information to the public on their rights under data protection legislation.

We will hold the minimum personal data necessary to carry out our functions, and we will make every effort to ensure accuracy of the data. Where we record opinions or intentions, these will be carefully

and professionally expressed. Data which is no longer required will be securely destroyed in accordance with relevant retention and disposal schedules.

An appropriate level of technical and organisational measures needed to ensure the security of the personal data will be assessed in accordance with the corporate Information Asset Classification Policy.

We aim to respond to all requests from individuals to access their personal data within the timescales set out in the Data Protection Act. We can only respond to such requests:

- Where they are received in writing;
- Which provide adequate information to allow us to identify the person making the request and to locate the information that has been requested; and
- Which are accompanied by the relevant fee where appropriate.

Fees will be charged for subject access requests in line with the corporate Freedom of Information and Data Protection Charging Policy.
We will only use personal data for the direct promotion or marketing of goods and services with the consent of the data subject.

When appropriate, we will carry out data sharing with external agencies under a written information sharing agreement setting out the scope and limits of the sharing, and the safeguards to be put in place.

We will only use data matching techniques for specific purposes, such as participating in the National Fraud Initiative, and in line with published Codes of Practice. Where we intend to use personal data for data matching, we will inform people of this.

We reserve the right to intercept and monitor the content of telephone calls, emails and Internet access of employees in compliance with the Lawful Business Practice Regulations 2000. This will be carried out within the guidelines in the Information Commissioner's Employment Practices Code and Supplementary Guidance.

Elected Members and staff will be trained to an appropriate level in the use and security of personal data.

Responsibilities
Directors / Managers:

- Ensure all staff comply with the agreed policy and procedures for data protection and attend training on these where necessary
- Recognise data protection issues in service planning and resource allocation
- Develop and maintain the corporate data protection policy and procedures
- Provide advice and guidance on the data protection policy and procedures
- Provide training in data protection issues
- Monitor and review the effectiveness of the policy and procedures
- Ensure that the notification is renewed annually and kept up to date
- Be aware of the requirements of the Data Protection Act and how they might impact on work within their directorate

All Employees:

- Be aware of the Data Protection Act and what it means to us
- Follow the policy and procedures for handling personal data
- Consult with the Managing Director/House Manager for advice and guidance when necessary

72 CCTV Policy

Introduction

Pear Tree School uses closed circuit television (CCTV). The images/ recordings are produced to;

- prevent or detect crime.
- provide a safe environment for students, staff, and visitors.
- promoting the Health and Safety of staff, students, and visitors.
- the protection and safeguarding of children and young people.

We have cameras on both our school sites. The system comprises a number of fixed and dome cameras.

We do not record audio through the CCTV system. The CCTV system is owned and operated by Pear Tree and is maintained by a private company under contract. Pear Tree is registered with the Information Commissioner's Office.

This policy should be read in conjunction with the Staff Code of Conduct, Data Protection policy, Safeguarding policy and the E-safety policy.

Monitoring

The CCTV is monitored centrally from the school office on each site by David Bartlett, Head Teacher/Head of Service, Diane Reed, Head of Quality Control and our school leaders, Fiona Corner, Philip Tebbs and Helen Berry.

The introduction of, or changes to, CCTV monitoring will be subject to consultation with registered managers and school leaders.

Access to CCTV images

Access to recorded images will be restricted to those staff authorised to view them and will not be made more widely available. The CCTV system will be operated 24 hours each day, every day of the year.

Recording of CCTV images

Recordings may be made from any of the CCTV cameras. The recordings include a date, time and system information overlay.

Storage and Retention

Pear Tree School complies with the Information Commissioner's Office (ICO) CCTV Code of Practice to ensure it is used responsibly and safeguards both trust and confidence in its continued use.

All retained data will be stored securely where only a limited number of authorised persons may have access to them.

Images will be stored for no more than 6 months and will be automatically over-written unless we consider it reasonably necessary for training purposes and staff development, or if lawfully required by an appropriate third party such as the police or local authority.

Subject Access Requests

Data subjects may make a request for disclosure of their personal information (Subject Access Request), and this may include CCTV images. A Subject Access Request is subject to the statutory conditions in place and can be made verbally or in writing. It is recommended the request is made in writing, to assist in retaining an audit trail. Please see Guidance and Good Practice No 68 for further information on Subject Access Requests and Data Protection.

In order to locate relevant footage, any requests for copies of recorded CCTV images must include the date and time of the recording, the location where the footage was captured and, if necessary, information identifying the individual.

Pear Tree School reserve the right to obscure images of third parties when disclosing CCTV data as part of a Subject Access Request where it considers it necessary to do so.

Complaints

Any complaints relating to this policy or to the CCTV system should be made in accordance with the School Complaints Policy. For further information see Pear Tree School Complaint Policy (Guidance and Good Practice No 28).

Further information and reading

Human Rights Act 1998

Information Commissioners Office - www.ico.org.uk

Data Protection Act 2018

Policy reviewed: January 2023

73. Quality Assurance Policy

Aim
The aim of this Quality Assurance Policy is to confirm Pear Tree's commitment to maintain a high standard of quality in the way we work, the services we deliver, our relationship with staff, the young people and other stakeholders and to ensure continuous improvement.

What is Quality Assurance
Quality assurance within Pear Tree will have a clear emphasis on the measurements of outcomes as well as a measurement of outputs. An outcome is a condition of well-being for the children. For instance:

- Children are safe
- Children are healthy
- Children are making achievements

Outputs and productivity measures are concerned with evidence around how much we have done. For instance, looking at the number of Looked After Review Reports completed. This includes evidence around how well this was done. For instance, the number of Looked After Review Reports completed within timescales.

Outcomes are concerned with whether anyone is better off as a result of being involved with Pear Tree and if their identified needs have been met.

The combination of outcomes and output evidence will assist in understanding the effectiveness of the services.

The effectiveness of the service is achieved through quality controls, which is the operational method of implementing quality assurance. Quality controls within Pear Tree consist of a combination of up to date policies and procedures, meeting the needs of the children, consultation with stakeholders, relevant inspection, audits, and quality systems.

Our commitment to quality control, meeting the needs of young people and outcomes for young people, ensures that the young people receive the best service possible and ensures both quality assurance and continuous improvement.

Policy
Pear Tree's policy is to maintain an effective and efficient quality assurance process which includes the commitment of management, all staff and stakeholders. This is outlined in our policies and procedures which can be found in Guidance and Good Practice and Health and Safety. It also includes external contracts, regulations and codes of practice, all of which are designed to eliminate deficiencies and inaccuracies and to ensure high standards as well as positive outcomes for young people.

Quality assurance is fundamental to all aspects of the services undertaken by Pear Tree and should be implemented by all staff in their work. To that affect Pear Tree will:

Maintain a consistent delivery of its service throughout, in accordance with its set policies, procedures, regulations and codes of practice without significant deviation.

Ensure that all relevant policies, procedures and relevant regulations and codes of practice are implemented and reviewed to reflect Pear Tree's values.
Regularly monitor and measure, the quality of our working methods, outputs and outcomes with a view to ensuring high quality standards and continuous improvements.

Responsibilities
Pear Tree's Head Teacher / Head of Service has overall responsibility for quality assurance; he will be supported in this role by Managers of each department. The Managers have a responsibility to monitor issues of quality control and to ensure its implementation throughout the Organisation. It is also their responsibility to raise any issues in Manager's meetings.

It is the responsibility of members of Management to develop and approve appropriate quality assurance strategies to address any issues of quality control. The Managers then also have the responsibility for the monitoring, implementation and outcomes of any strategy to address issues of quality control or continuous improvement in their departments.

It is the responsibility of department managers to ensure that the conduct of the service provided by their department is in line with all relevant policies, procedures and relevant regulations and codes of practice and to ensure that their department delivers their service in line with Pear Tree's quality control aims.

Pear Tree Managers and Head Teacher / Head of Service are responsible for ensuring the Organisation's commitment to quality control assurance and the delivery of continuous high quality service. To also ensure this is reflected in its work and practice and is implemented throughout the Organisation.

All Managers will work closely with their staff to ensure effective quality control in their department, in order to achieve quality assurance and positive outcomes for young people. Managers will also consult with staff, young people and stakeholders on the delivery of the services to ensure that all views are taken into consideration when monitoring quality assurance.

All staff have a responsibility to raise any issues of quality assurance with their managers and to participate in the delivery of services in line with all policies, procedures, relevant regulations and codes of practice to ensure quality assurance, continuous improvements and positive outcomes for young people.

74. Visitors

Pear Tree homes can be a very busy place with several people visiting the home for a whole variety of reasons. The legislation is explicit about placing a duty on staff to ensure that visitors are regulated and vetted.

The visitor's book can deal quite easily with official and professional visitors such as social workers, inspectors, staff from other agencies and contractors.

It is, however, also important that the home feels safe when friends and family of young people visit, a record of which is recorded in the daily log book. Staff have to achieve a balance within the home, of a place that is welcoming to visitors whilst, at the same time, a home where everyone feels safe.

Large number of visitors can sometimes make young people feel as if their home has been invaded. It is therefore important to discuss, agree and plan the number of visitors that the home can accommodate at any one time. Equally important is the need to set clear parameters on how long a visitor will stay and clear expectations regarding appropriate behaviour whilst visiting.

Staff will also need to be vigilant about monitoring the behaviour of visitors when they do visit. Any concerns will therefore need to be responded to. This may mean an immediate response, for instance, if a visitor is behaving in an unsafe or illegal way. It may however be a concern that needs discussion at the next hand-over and/or staff meeting. All concerns need to have a written record .

Staff Responsibilities

- To ensure visitors are asked, wherever possible, to give 24 hours notice in order to plan and manage the visit appropriately.
- To ask the visitors to sign in and out of the visitor's log book, stating who they are visiting and the reason for the visit
- To ensure a record is made in the home's daily log, the name of the person visiting, the reason for the visit and the times of arrival and departure.
- To ask professionals and other official visitors to produce appropriate ID in order to verify who they are and the reason for their visit (most visitors will have made prior arrangements to visit the home)
- To remind the visitors to respect the privacy of children
- For staff to be aware where visitors are within the house and to know when visitors are leaving.
- To remind visitors about expected boundaries regarding behaviour
- If any difficulties are experienced to pass on any information, and complete a daily recording.
- Staff have a duty under the minimum standards to ensure that unchecked visitors (persons who do not fall under the remit of the DBS) are adequately 'chaperoned' when on the home's premises.
- Only contractor who are approved by the Head of Service are used.
- Contractors who are on the premises for a sustained period of time are given fire evacuation instructions.

The overriding concern has to be the safety of the young people, the staff and the home. How this is achieved will vary according to the particular circumstances and staff teams will need to develop, monitor and evaluate how their approach works in practice with their manager in staff meetings.

Security, Supervision and Management of Visitors in an Agricultural Environment

As stated earlier it is important to recognise that Pear Tree School is a 'School on a farm' and not a 'school with a farm'. The farm environment is significant in creating that harmonious environment which embraces wide open spaces and the beauty of the countryside. As a result in contrast to many schools, who seek to protect their students during the time of their responsibility (the school day) by way of automatic gates and industrial fencing, keeping some people out while others in, we take a purposely very different approach. This is not to undermine conventional strategies but to acknowledge there is a different set of circumstances not just in environment but also that of numbers which allow the following to be relevant:

Each farm deals with small numbers of children in small groups. Usually 3 groups of 3 children at any one site at any one time.
During each lesson, each student is engaged by a teacher / instructor and a member of the residential team in support to ensure effective supervision and facilitate toilet arrangements.

The only variation from the above is with older students who may be working with the farm manager independently, who is part of the school staff.

All staff are aware of the need to ensure the safety of students and in a position to look out for and guide visitors to ensure risks from visitors are managed responsibly and effectively.

Visitors to the building and classroom areas are only by appointment and are recorded in and out.

As the farm operates within a rural community the school has taken precautions to ensure that regular contractors such as vets, farriers and building contractors are subject to DBS checks and entered onto the Single Central Register.
Deliveries from feed merchants and other commodities are managed by way of ensuring the children and the deliverer are supervised at all times until they have left the property.
Due to the very nature of the children's placement within Pear Tree, importance is placed on the need for self protection skills and what to do in the event of encountering a stranger and awareness of 'stranger danger'.

In the rare event that a student absconds from their particular class, all staff are immediately made aware, the grounds are searched in away as to not attract undue concern or inappropriate attention from other students. If their whereabouts is identified an appropriate plan is designed to either engage the student to encourage a return to class or monitor from a distance without providing positive reinforcement to negative attention.

In the event that a student has absconded at the same time visitors to the farm. The visitors supervision becomes imperative to ensure there are no chance encounters. If the student or students are still not located at the time the visitor is leaving the visitor should be informed of the situation and given advise on what to do if the students are seen by the visitor once they have left the farm.
As soon as it is apparent the student/s are not on the farm or their whereabouts is continued to be unknown they should be reported as missing to the Police using the appropriate procedures.

COVID-19 and visitors to Pear Tree School and Residential Homes

75. Freedom of Information Policy

Background
Pear Tree is committed to complying with and implementing the provisions of the Freedom of Information Act (2000) and related legislation. This provides a general entitlement to any person to be able to access information held by Pear Tree, subject to exemptions and conditions laid down by law. (See appendix A and B)

Scope
This policy applies to all information held by Pear Tree regardless of how it was created or received. It applies irrespective of the media on which the information is stored and whether the information is recorded on paper or held electronically. The Act's powers are fully retrospective and thus information is accessible no matter how old it may be. Similarly, information in draft form will also be accessible under the Act.

It should be noted that access to personal information (that is information from which a living individual can be identified) is still governed under the Data Protection Act 1998. Requests for access to such information will be governed in line with the requirements of this legislation.

Dealing with Requests
Pear Tree will offer advice and assistance to anybody wishing to make a request for information. We are committed to dealing with requests within statutory guidelines, which means that a response will be made no more than 20 working days from the date of request and more speedily if possible. This will be extended in specific circumstances on legal advice in connection with the public interest test. However, Pear Tree is committed to providing a prompt service and every attempt will be made to provide the information earlier than the expiry of the 20 working day period. Repeated or vexatious requests for information will be refused. Pear Tree will claim exemptions as appropriate whilst maintaining a commitment to openness, scrutiny and the public interest. Pear Tree will put in place an appropriate procedure for measuring the public interest when considering a qualified (also known as "non-absolute") exemption which requires such a test.

Any request in writing will be considered a Freedom of Information request including those received by email and fax. There is no need for requests to indicate that they are made under the Act and all requests will be dealt with under this policy. Pear Tree reserves the right to refuse requests where the cost of locating, retrieving and editing (where necessary) the information would exceed the statutory maximum (currently £450). All other charges for information requests are in line with the Freedom of Information Fees Regulations or other applicable regulations, including the Data Protection Act 1998

Your request must be made in writing (by letter e-mail or fax) and should contain:

- your name;
- an address for us to contact you; and
- a description of the information you are interested in.

Pear Tree recognises that requests for environmental information may be made over the telephone and that different exemptions apply.

Relationship with the Data Protection Act 1998

Pear Tree is under a legal duty to protect personal data under the Data Protection Act 1998. We will carefully consider our responsibilities under this Act before releasing personal information about living individuals, including current and former employees and pupils.

Responsibilities
Pear Tree has a responsibility to make information available in accordance with the Freedom of Information Act. Responsibility for compliance with this and related policies will rest with the Head Teacher / Head of Service who will delegate those responsibilities to the House Manager. Complaints regarding the use of this policy should be directed to the Head Teacher / Head of Service.

All Pear Tree staff have a responsibility to ensure that any request for information they receive is dealt with under the Act and in compliance with this policy. They are also responsible for good information handling practice and for implementing records management policies and procedures as appropriate to their post.

Contact Details
For advice and assistance please contact:

Pear Tree Projects
Toy Top Farm
Houghton Bank
Heighington
Darlington
DL2 2UQ

Tel. No. 01388 776799
Email: info@peartreeprojects.co.uk

Further advice and information about the Freedom of Information Act, including full details of exemptions and advice on the public interest test, is available from the Information Commissioner's website at www.informationcommissioner.gov.uk

Appendix: A & B
List of exemptions under the Freedom of Information Act 2000

A. Exemptions where the public interest test applies:

s22 Information intended for future publication
s24 National security
s26 Defence
s27 International relations
s28 Relations within the United Kingdom
s29 The economy
s30 Investigations and proceedings conducted by public authorities
s31 Law enforcement
s33 Audit functions
s35 Formulation of government policy, etc.
s36 Prejudice to effective conduct of public affairs (except information held by the House of Commons or the House of Lords)
s37 Communications with Her Majesty, etc., and honours

s38 Health and safety
s39 Environmental information
s40 Personal information (Only where the information concerns a third party and a s.10 notice under the Data Protection Act 1998 applies to that information)
s42 Legal professional privilege
s43 Commercial interests

B. The absolute exemptions

If these exemptions apply it is not necessary to go on to consider whether the disclosure is in the public interest.

s21 Information accessible to applicants by other means
s23 Information supplied by, or relating to, bodies dealing with security
s32 Court records, etc
s34 Parliamentary
s36 Prejudice to effective conduct of public affairs (only applies to information held by the House of Commons or the House of Lords)
s40 Personal information (where the applicant is the subject of the information)
s41 Information provided in confidence
s44 Prohibitions on disclosure where a disclosure is prohibited by an enactment or would constitute contempt of court

76. Encouraging young people to be involved in driving lessons as a life skill.

Having mobility is particularly important as young people enter adulthood. Therefore being able to drive should be considered an essential life skill. The most important time to encourage this skill is as soon as a young person is eligible to access a provisional licence. People do of course begin the process of learning to drive at all ages and therefore failure to provide access to such training during the first year of eligibility is neither damaging nor inhibiting. The ability to be helped to achieve such training whilst resident at Pear Tree is a privilege and should be treated as such.

This is a practice that to my knowledge is unique to Pear Tree and has evolved to become standard practice. It is with this in mind the following guidance should be considered and only deviated from under special unforeseen circumstances.

Before driver training is encouraged all of the following must be achieved:
1.Provisional license obtained.
2.Driver Theory training accessed and assessed as having a high probability of passing required test.
3.Responsiveness to training and instruction.

Before driver training is accessed all of the following must be achieved:
1.Young person's risk assessments must indicate a reducing risk in all areas.
2.Where risks have been evident, the young person has actively worked with Pear Tree staff and other agencies to overcome difficulties and reduce risk and that this process is considered to be successful.
3.Young person has made positive progress in other areas of life and demonstrated that this life skill will be used positively to promote mobility for employment.
4.Young person has access to savings and income gained through their efforts to finance half of the costs for the amount of training required to achieve a full license.

77. Self Harm

In keeping with the organisations values, vision and aims, this policy aims to address the issue of self-harm across our Residential homes and Pear Tree School. This includes:

- Information to support staff members in gaining an understanding of self-harm including prevalence and reasons why people self-harm.
- Guidance on how best to offer support to young people both in the short and long-term following self-harming incidents.
- How to support staff members who come into contact with people who self-harm.
- To provide clear procedures for staff around issues of self-harm- including individual responsibilities, reporting procedures and timescales and record keeping.

Within Pear Tree we must bear in mind that as residential staff and education staff who work with young people who are having to deal with some very difficult situations and emotions within their life they are there ready to acknowledge and accept their issues and support them in every way we can, making sure we are listening to what they are telling us.

What is self-harm?
A non-accidental action which intentionally causes harm to oneself. The harm could therefore, be physical or emotional and could be short term or long term.

Anyone can self-harm, but it's more common in:

- women and girls
- young people
- people with a mental health problem such as depression, anxiety, borderline personality disorder or an eating disorder
- LGBTQIA+ people, possibly because of the stress of stigma and discrimination
- prisoners, asylum seekers and veterans of the armed forces
- people who experienced abuse as a child
- people who have been bereaved by suicide

There are a number of ways in which young people may inflict harm upon themselves, below is a list of self-harming behaviours which young people may exhibit (this list is not exhaustive.)

- Cutting, often to the arms or legs using razor blades, broken glass, or any other sharp object;
- Scratching, picking, biting or scraping skin;
- Burning using cigarettes or caustic agents;
- Punching and bruising;
- Inserting or swallowing objects (sharp objects or harmful substances);
- Head banging (hitting themselves against objects);
- Hair pulling (hair or eyelashes);
- Self-poisoning/ overdosing.

All of these actions to a self-harmer make them feel better too.
A lot of people see self-harm as attention seeking behaviour or a 'bad habit' that they have learned and that they are now having a problem to stop. This is not the case and people who are caring for young people who self-harm such as ourselves need to have a good understanding around why people self-harm and that it is their way of coping with how they

are feeling.
Everyone who self-harms will do so for a different reason and so you shouldn't just assume that you know why someone is self-harming or what they are coping with that they feel that they need to self-harm.

Understanding self-harm
In order for us to be able to work with self-harm effectively it is important that we get an understanding as to why people self-harm, what experiences they have had in their life that have made them start self-harming, How does the self-harm help them and how do they feel when they are self-harming?

Childhood experiences could include any of the following:

- Neglect
- Abuse: Physical, sexual, emotional
- Relationship difficulties
- Family breakdown
- Bullying/discrimination
- Identity issues: Gender, sexual, cultural
- Academic pressure
- Peer pressure
- Feeling powerless
- Entering/living within/leaving the care system
- Witnessing or experiencing domestic violence
- Substance misuse
- Unwanted pregnancy
- The self-harm or suicide of someone close to them
- Feeling isolated
- Other feelings that a young person is feeling difficult to deal with

How they may feel before they self-harm:

- Angry, frustrated, or tense
- Anxious, panic, fear
- Powerless, desperation
- Hopelessness
- Guilty, shameful
- Feel unheard
- Feel unsupported
- Numb

How self-harm makes them feel:

- Feeling of relief
- A release
- In control
- Distracted
- Communication of emotional pain
- A self-punishment

Not every young person will want to let staff know that they have self-harmed and quite often you may discover they have been self-harming sometime later either by objects you

have found, possibly unexplained blood in their room or by them changing or showing parts of the body ie arms or legs that they don't normally and you seeing the marks.

Here are some of the reasons they may not wish to talk about it:

- Not knowing your awareness around their self-harm
- Worrying about what other people may say or think
- Feeling ashamed
- Not sure where to get support from
- Feel that they have no-one to talk to
- They may worry about the stigma that is attached to self-harm
- Procedural barriers: having to wait long periods before getting the support needed
- such as from doctors or camhs
- Fear of confidentiality being broken
- Fear that their only coping mechanism – self harm – is taken away from them.

There are many reasons why young people continue to self-harm or do it on more than one occasion, some of the reasons we very much need to keep in mind as carers as it may well be something that we are doing or not doing which means they still feel like self-harm is their only option.

What do young people who self-harm want?

- Accessible services
- Someone to talk to who they can trust
- To be listened too
- For staff not to be shocked or angry
- To be involved in any decisions made about their life and their care
- To talk to someone else who has self-harmed
- Peer support
- To talk through possible reasons for self-harm
- Education providers to be more informed about self-harm issues

What to do when someone has self-harmed

When you first become aware that a young person has self-harmed it can be quite distressing for yourself and you may feel like a bit of a failure for not recognising that they were feeling that way and that they hadn't been able to talk to you about difficulties they are experiencing or how they are feeling. These feelings may differ from when you discover a young person has now self-harmed several times and always during your shifts despite you having several conversations with them and telling them time and time again that you are there to talk to and at any time.

Many of the young people we look after find it hard to express themselves or to talk about what may be bothering them, this doesn't mean we shouldn't ask but also highlights the importance of working together with all professionals and sharing information, the more information we share the more of a picture we can build up about what has happened in their past and possible reasons why they have chosen self-harm as their coping mechanism.

When you discover a young person has self-harmed either by them telling you or you find out

- Don't act shocked, or angry or be cross with them.

- If they have actually come to tell you this can be a huge step for them, so you need to accept what they are telling you
- Listen to what they are telling you
- like with any other injury you deal with make sure they are ok, do they need any first aid or further medical attention
- Are they wanting to talk about it or just letting you know, many self-harmers find it difficult to talk about their issues or how they are feeling which is why they self-harm so if they do want to talk that's great but if they don't then don't push it, they may just want to talk generally about their day or what the house plans are which is fine.
- Make sure they are aware that you can't just keep this to yourself, you need to let other people know as well in order that we keep them as safe as we can.
- Reassure them and let them know that you have an understanding around self harm.
- Give them time, as a young person settles in they will start to feel more secure within their environment and build trusting relationships with staff. Make sure they understand that people are there to help them.
- Ask them what they think will help them, what strategies may help and who do they think can help.
- Remember the importance of working with other professionals, if the young person is involved with services such as Camhs then keep them updated on the young person, changes in behaviour, has the self-harm become more or less frequent and any other changes such as issues with education or family contact.
- Could peers be affected, have they got close friends, do they know about the self-harm and how is this affecting them. Do you have concerns that their peers are also self-harming?

Dealing with self-harm

You may think that now you know that a young person self-harms you need to keep everything locked away so they can't self-harm and then they will just stop doing it but as explained early this is their coping mechanism, the only way you can help is by them then going on to use a different coping mechanism and they will only do this when they are ready.

Staff do need to be vigilant around what they leave lying around so sharp knives, scissors or anything with a blade should be kept out of their way and if they have used razors before for shaving then alternatives will need to be used, however if a young person gets to that stage where they really need to self-harm then they will use whatever they can, they will break cd's, use bits of plastic, take the blade from a pencil sharpener, they may use a belt or a dressing gown tie, so it is virtually impossible to account for every possible item that a self-harmer could use.

Instead, therefore limit what is available but be very aware what is available and so if they have self-harmed you are pretty sure what they have used.

It is also good practice as with any new young person until you get to know them and their habits and routines to check on them maybe more so than the young people who are settled, this way you know they are ok but they also know you are around too and if they are feeling distressed then they know you are there to talk to if they need to.

When a young person is admitted to Pear Tree, they may feel quite isolated and alone, living in a strange environment with lots of unknown staff and other young people therefore it is very likely that they will probably be very private about their whole life for a while and obviously, the times of settling in vary from person to person and so within this you can almost expect different stages of self-harm and they may well be as follows:

- A young person first arrives, self-harm is their coping mechanism, they do this is

silence and share this with nobody.

- A young person now knows staff know that they self-harm, they have not reacted in a shocked way and have been quite supportive so may not be quite so private after doing it but are still not ready to talk about how they are feeling
- Staff now know the young person self-harms, they may have tried to talk but the young person is not ready so can help to keep them safe by keeping their own first aid kit (only one or two of what is needed in it), this can be kept in an agreed place which staff can then check, if it has been used they will know they have self-harmed, make sure they are ok and replenish the kit.
- As a young person settles more they then may come to staff to tell them they have used the kit and by doing this they are letting you know they have self-harmed.
- If a young person manages to open up to staff and wants to talk even just a bit about how they are feeling this is great, staff can touch on their been alternatives (these are in the next section) If a young person struggles to talk then you could suggest they write down how they are feeling or what has happened, or they may wish to keep a diary, staff can also sit and do their daily log with them going through what sort of a day they have had and giving them the opportunity to add their input – this should be seen as appositive exercise and not to go over negative events of the day.
- Eventually the young person may just come to staff and tell them they have self harmed and may then discus how they are feeling.

Staff need to remember every self-harmer is an individual they have their own reasons for using this coping mechanism, all will have had different experiences around self-harming and all will have been doing it for different lengths of time, so a lot of this policy are guidelines that you will then adopt as you get to know the young person and start to recognise the triggers.

Alternative coping strategies

Not all young people who self-harm find that alternatives help, so don't think that it is something that you have to get them to do and if you can't get them to use an alternative then they are not getting any better or are not willing to help themselves.
Some young people do find they help and others may just decide that they are really going to try and stop using harm as coping mechanism.

Quite often distraction techniques help, these could be such as:

- listening to music and maybe go through some magazines
- Relaxation techniques
- Physical exercise
- Writing negative feelings on a piece of paper and tearing them up
- Making lots of noise, banging pans or a drum
- Punching a pillow
- Talking to a friend
- Accessing self-harm websites
- Doing collage or artwork
- Rubbing ice instead of cutting
- Scribbling with a red pen

Many of the young people that we look after will also be working with other professionals such as Camhs and possibly receiving counselling too maybe organised by ourselves or

through their local authority.

Concerns around self-harm
Seeing self-harm wounds on someone is not something that you ever really get used to seeing without some concern and at times you will be more concerned than others and may need further professional advice this may be with:

Wounds that appear deep or are losing an amount of blood, this would be a case of assessing the situation quickly and calling 999 or taking them straight to a & e.
If you are unable to rouse a young person and have concerns ring 999.
If a young person was of heightened emotions or hysterical and you are unable to console them ring your local doctor for advice if this went on for a period of time.
If burns or scalds are bigger than a 50p you will need to get further medical attention.

Important points to remember

- Always have time to listen to the young person
- Be supportive
- Don't be judgemental
- Don't make promises you can't keep such as keeping this to yourself
- Let them know you understand
- Let them be a part of discussions around ideas to help them
- Ask them what support they feel they need

Procedures for Pear Tree staff
Before a young person is admitted a thorough risk assessment is completed and one of the questions asked is whether the young person has been known to self-harm or not and to what level of risk so that this can be assessed to make sure this would not change the suitability of the placement with us depending on the risk and of the support they are receiving. A young person's risk assessment is reviewed each month and any self-harm incidents are documented. The risk assessment also provides information on how self-harm is being managed and strategies in place to help the young person and staff team.

During their time with us if there are concerns around self-harm issues, then it may be useful to keep a log of any self-harm incidents and would record not only time and date but the type of self-harm, whether they had needed medical attention and to what degree ie cleaned and dressed by ourselves or a trip to accident and emergency, any possible changes in behaviour or triggers. This simple recording could help build up a picture or help identify triggers which in time we will then be able to notice before they have actually self-harmed and so be able to offer alternatives or distraction techniques.

Staff need to keep other professionals working with the young person up to date with any incidents, social workers also need to be notified and parents if this has been agreed, some parents may not wish to know, or the young person may not want them to know on both cases it is because of the upset this action can cause.
A young person's education provider should also be kept updated as some incidents may link back to school, but also if a young person seems distressed or upset before they leave for school but are insistent on going then education staff need to be made aware so they can monitor or offer support which they may not accept from us.

Helplines:

Samaritans – 24 hour helpline, offering confidential emotional support to anyone in crisis - 116 123
Childline – Free and confidential telephone service for children and young people – 0800 1111 – www.childline.org.uk
Young Minds – Provides information and advice on child mental health issues – parents helpline – 08008025544 – www.youngminds.org.uk
NHS Direct – Health advice and information service – 111
www.youngminds.org.uk – self harm support
Selfharm.co.uk – self harm support

Ligature Policy

Only approved ligature cutters designed for purpose should be used. Fixed bladed ligature cutters and ordinary blades should on no account be used to cut ligatures because of the risk of serious injury to the young person or staff. Ligature cutter: A hooked knife or tool specifically designed for use to release a ligature safely. If within a young person's risk assessment, it is identified that ligature cutters are required, these will be stored within the home's first aid cabinet.

All ligating incidents must be notified as soon as possible to the DSL and manager who will inform the young person's social worker, and other relevant professionals. If the incident required the use of a ligature cutter, the young person must be taken to A&E as soon as possible after the event (unless clearly stated in their risk management plan) to check for external and internal injury and possible assessment for CAMHS referral. If the young person is already under CAMHS the relevant case coordinator and clinician, should be notified as soon as possible.
If resuscitation is needed, this should be done in line with the Basic Life Support principles covered during the Emergency First Aid at Work training (EFAW).

Any injuries to the young person sustained because of a ligature cutter being used must be recorded in line with company Health and Safety/Accident and Reporting policies, as well as indicated on an Incident Report Form. In the event of injury likely to lead to further investigation, the ligature will form part of the investigation, so should be retained and kept securely until required. If a ligature cutter is used, it must be cleaned as soon as possible after the incident and either sent to the supplier to arrange for sharpening and a replacement to be purchased or put back into circulation within the staff team for future use.

78. Dealing with Negative Influences

(Including the macabre, overt body piercings and hair colouring, personal presentation, racism, homophobia and negative popular music.)

All of the above have had need for discussion recently. The following are my thoughts in respect of looking after children who have been abused and managing a staff team to look after them. They may be relevant to others also.

In many circumstances such as soft teen horror films or mainstream Halloween parties house of horror fair ground attractions etc. most children enjoy being scared in a safe environment or as we used to say in the Eighties 'Put the willies up each other!' The story however changes when we are looking after children who may have actually experienced traumatic events beyond our understanding or imagination. We have to be constantly aware that this may be the case and have protocols in place to cover such eventualities.

Pear Tree has over the years looked after children who share common experiences during abuse and as a result show concern over similar themes. For example, we know that sometimes play-fighting has been used as a grooming strategy prior to sexual abuse (and some children when play-fighting can become sexually aroused as a result) therefore we do not allow play-fighting for any reason. I have, in fact, dismissed someone from employment who refused to accept that this wasn't allowed-even after an explanation.

Our experience has also taught us that masks may have been used during sexual abuse, hence the reason why no masks are allowed at anytime within the organisation. It is in recognition of this fact that we cannot allow Halloween parties, as this is difficult to manage without mistakes being made and masks used.

A number of children have expressed their fear or dislike of Clowns. Whether this is for the same reason (as clowns by definition are masked) or whether it is for other reasons as stated earlier that are 'beyond my imagination'.

Issues related to this subject often come up and I therefore feel the need to provide clarity on my thinking to avoid future concerns or debate.

These issues can manifest themselves in a number of ways -

- Films and games.
- Music.
- T shirts and other items of clothing and accessories with skulls, skeletons and illustrations glorifying death.
- Tattoos (hence the reason for the management instruction insisting that these are covered up)
- Inappropriate comments and jokes.

The above is not an exhaustive list and may be built on through experience and situations.

Is the world all that is immediately apparent? Or is there often more to the world around us than meets the eye? To many the answer is the first, 'it is what it is and that's that'. The fact is that just because you can't see it does not mean it's not there, especially if there are those around you who can.

There is much evidence over many uncountable issues that demonstrates that fine detail is important and to understand something fully you often have to scratch away at the surface, to unravel the facts and find the relevant points. This could not be more relevant than dealing with the human mind!

I hope over the course of time within the context of the Pear Tree experience I have demonstrated that there is such a thing as subliminal messages. These messages take many different forms and they are important when dealing with damaged children and trying to create a counter balance to their previous environment.

From what I have learned anything about how the mind works with human and animal behaviour I know one thing for sure, nothing is by chance or for no reason (no matter how well hidden) often unknown to the person who's behaviour is the subject of our discussion, the 'subconscious'.

Horror films, which by definition are entirely negative, may bring about memory recall and raise issues otherwise resolved. Teen horror such as 'Twilight' may be allowed with careful consideration as we don't want to keep our children in an unrealistic bubble. A professional judgment needs to made based on ' intelligent consideration'. However anything that glorifies death or the negative is to say the least unhelpful and undermining to a greater or lesser degree. That is why the 18 certificate rule must be obeyed without exception, whether this be film or game. This also demonstrates acceptance and compliance of the law.

Some music can have inappropriate lyrics glorifying crime and be demeaning to females, in some cases minimising sexual abuse. These must be stopped and challenged whenever identified as you would with racist or homophobic comments in a similar way. Not to challenge them is to condone them and would be unacceptable professional conduct. There are always ways to challenge this kind of behaviour even if the child is doing so to feed of the forthcoming challenge, without promoting inappropriate attention seeking behaviour. This could include positive ignoring or sanctions if necessary.

When we dress we make a statement about ourselves. The group of people we wish to be associated with, our culture and background and often how we feel. Relationships depend on the way we interact with the rest of the world around us. The more successful the person is able to interact with others the richer the relationships and quality of life. Harvard psychologist Amy Cuddy author of a new book called 'Presence' states that when people first meet they are immediately looking to assess two factors;

- Can I trust you?
- Are you competent?

The first element being the most important, originating in cave man days (as most things do) as it was no good someone being competent at making a fire if they were going to try and kill you! These two factors are still the most important for all of us interacting with each other and for staff working with vulnerable children, anything that undermines that sense of trust is counterproductive no matter how innocent we may believe it to be.

Sometimes people can dress outlandishly because they feel the need to attract attention to themselves by way of making a statement or because they feel their personality isn't enough to bring something to the relationship with others. Others may dress in an aggressive tone to make them look ‘hard’ this could be due to being on the defensive, alert and feeling they need to deter others who may seek to victimise (like puffer fish, in fact staff have often stated when describing someone's presentation "He was sticking his chest out like a Puffer Fish"). These feelings of inadequacy are often a result of poor self esteem.

The same can often be said for excessive make-up, body piercings or 'over the top' hair colour. The balance between enhancing an individual's features has been lost to detract attention from oneself. They don't feel their natural self to be enough to be liked or admired or a negative self-image that they feel needs remodeling. Poor self-esteem can manifest itself in the most unexpected ways, often contrary to the image they feel they are presenting. This is why we have given management instructions regarding the above as it is important that all staff meet with the same expectations we have for the children, we can't have one rule for children and another for the grownups. Accepting the need to follow the company dress code (Guidance and Good Practice) members of staff should present the same image as they did at their interview.

Looking after the children in our care we often have to re-educate them as to what's appropriate when and where. We also often do makeovers to help them feel better about themselves and raise their self-esteem. If you like we are helping them to remodel their self expression in a positive way.

In the same way we wouldn't allow a child to paint their bedroom black and wallow in self pity, which can lead to self loathing and isolation in their blackened room, we need to provide a similar approach to dress and presentation. Hence the reason I don't allow T-shirts with skull and cross bones. To allow this would, in a subliminal way, undermine the process we are endeavoring to complete. This is ultimately to direct and protect the child's mental health and help them interact with others better allowing others (future employers or anyone else on the normal developmental pathway) to form the view they are trustworthy.

The best possible way of illustrating this is to tell the story of the two wolves lost in the wilderness. One dark wolf called 'Darkness and Despair' the other a light coloured wolf called 'Light and Hope' which one will survive? The answer, whichever one you feed!

We know from authors such as Ruby Wax that the brain is drawn to the negative and that our young people are vulnerable to being consumed by negative influences (see radicalisation policy) therefore in our positive, controlled environment there is only one wolf we can afford to feed, 'Light and Hope'. Without hope we have nothing.

David Bartlett MBE
Head of Service
February 2016.

79. Advice to carers supervising contact visits between sexualised children, their siblings and parents.

Introduction

Looking after children who have become sexualised at an early age presents many challenges. The issues that they present are complex, carers can often feel they are crossing a minefield of risks and doing all they can to avoid further problems.
However, they are the most rewarding children and young people to help. Their previous life experiences have had a detrimental effect on their growing up, through no fault of their own. These young people are in need of some carefully considered care and nurturing to help them back onto a more normally accepted developmental pathway. They are often, not always, looking to the adults around them for help and guidance.

The following is guidance to carers to help them to be aware of the bigger picture and the role which they play in their children's development and experience during the time they are with them.

This advice focuses specifically on face to face contact arrangements.

Before a proposed contact is to take place, it is worth considering what the 'aims' of the visit are and what is hoped all involved are going to get out of it?

It is important that everyone involved in the care of the child have had time to discuss this and agree a way forward at a care team meeting. Aims usually go through a process of development and it is important that everyone knows where they are in the process.

Stage 1 - Assessment
Initially, social workers may want to know more about the child and find out how they interact with each other or significant adults in their lives. During this stage contact arrangements may be kept simple, meeting in a room at a family centre or the social worker's office.

These meetings can be quite intense and difficult for all involved. This is particularly relevant when children are seeing parents who may have perpetrated abuse and who may be in conflict with the local authority plan. Also parents who may want their children returned home, or who may be concerned that no information is going to be disclosed by the children. Those supervising the contact should be well briefed as to the risks the parents may present and the reason the contact is being supervised.

It is during times such as this that supervision can be at its most intense. Supervisors need to be aware of the possibility that a parent may wish to undermine the child's placement and may use a number of strategies to do so. This can be implemented by themselves or other siblings (often older) who may have strong links with parents and are encouraged to be part of the undermining process.

Supervisors need to be aware of the use of a number of strategies that can be used to do this.

Non Verbal Communication
This could be something as subtle as a blink of the eye or a cough. The difficulty here is that because it is subtle, it may be elements of normal behaviour used in a prearranged way, quite often just to remind the children that they are still around and part of their lives and maybe the decision makers again

sometime soon. This then influences the possibilities of future disclosures that may be inhibited due to the fear of returning home.

These non-verbal cues may be identified due to their out of place intensity. They cannot be prevented but are important to identify. Often the way they can be identified is as a result of monitoring the child's behaviour after you have seen something that was thought to be a bit unusual. The issue to monitor here is whether the overall level of anxiety displayed by the child (at the time or more likely over a period of time) seems to increase.

The issue of the 'decision makers' is a reason why relationships between carers and parents (for whom sexual abuse is suspected) should be polite but formal, especially in front of the children so as not to present as 'friends' of the parents. Cases have been reported where parents shared the sexual use of the children with their friends, it is then clear to see how that would increase anxiety of children who were misled into thinking carers were 'other friends'.

Bringing in specific items that may have pre-discussed importance
It is important to bear in mind that items that have no immediate relevance could be very influential. On one occasion, a child who later disclosed that her Mother used to wear a leather belt with a big buckle which she used to hold and point to in a very subtle way (during contact). This was same belt the young person used to get beaten with. The message was clear, 'It's happened before, it may happen again, keep quiet!'

Gifts with hidden meanings
If one of the reasons contact is supervised is to monitor and protect the child from inappropriate communication, it is important to be aware and 'switched on' to other methods of inappropriate communication.

Books need to be checked for hidden notes, Blu-ray's, DVDs and CDs may need to be monitored not just for the suitability of the program or film but to check that it actually is what it says on the package. It would be damaging and inappropriate if the Blu-ray, DVDs or CDs had been replaced with pornography or any other material that could be accessed via a PC or other device.

On one occasion it was reported that a child had been given a VHS video of a Walt Disney Film, harmless enough it was thought, until it was discovered that the children's Father (when the children were at home) had recorded over the film with CCTV recordings of the children's sleeping arrangements, with actual footage of them sleeping and getting up to go to the toilet etc. The perceived message was again, 'I'm still in charge and the one to respect and be aware of'. This recording was not from beginning to end but to avoid detection cleverly stitched into the middle of the film for a significant period of time. This parent was successful in undermining the placement despite everyone's best efforts and good observations.

Trying to create opportunities to be on their own
The risk posed here is that (if the reason for supervision is to monitor communication) then undermining is possible-if time on their own was allowed to happen, even if for the briefest of moments.

This can be achieved by 'over compliance', lulling supervisors into a false sense of security, when the most simple and un-expecting of requests or discussions lead to unsupervised time. It is important to remember that if unsupervised time is agreed then there is no problem. However, if the contact, for whatever reason, is to be supervised this needs to be from start to finish with no lapses! Occasions

when this can occur are often traced back to a manipulative move several stages earlier in the meeting. This explains the need to be alert and aware, without presenting as always on your guard, always keeping just three or four steps ahead of the game.

Think of the experience as them (parents or siblings) playing a game, important as it is, you should be confident and aware of the possible moves that may be played out, without feeling stressed or concerned if it goes wrong or the subliminal messages get through. Being aware they (the subliminal messages) have happened and observing the result is just as important to the decision makers and is a good outcome. It is much better than watching the child's behaviour deteriorate and being puzzled as to why. You will then be in a position to deal with this, knowing that it is probably as a result of increased anxiety and now requires your input to make them feel safe and secure again.

Please remember, it is not your fault that the contact needs to be supervised, or the social workers, despite how you may be made to feel.

When social workers are clear they have a good understanding of the family situation and are aware of the risks and the way the dynamics of the family work, the contact may move to a second phase.

Stage 2- Maintaining Relationships/Learning to live together in a new context
Parents who are known to have sexually abused their children are likely to continue to present risks throughout. Only those who have openly made significant progress through specific therapy are likely to be considered to present less risk, but it will be less risk not 'no' risk.

Contact arrangements in these circumstances are going to be arranged with the needs of the child being the primary focus. Their wishes are paramount and we should be careful to take time to ensure that we understand what the child wants. This is achieved through talking and exploring the child's understanding of their use of language and also through the monitoring their behaviour. It is pertinent at this point to emphasise that children often say what they think the adults around them want to hear.

In the circumstances described above it is unlikely that the contact arrangements, if they need to be supervised, will move on much from the supervision in a room scenario, wherever that room maybe.

The next section concentrates on contact between sexualised siblings, who may have been sexually active with each other.

Whilst adults have to take responsibility for their actions, children need to be given a greater understanding. Although the age of criminal responsibility is ten, children's understanding of their sexuality and development is a gradual progression up to and through adolescence. Sexualised children are by definition 'Sexualised as a result of living in an environment where there were little, if any, sexual boundaries around different relationships within the family dynamics'. This is often as a direct result of sexual abuse perpetrated against them over a sustained period of time, and explained or taught to be normality.

Trying to find an appropriate analogy from a normal living situation is difficult especially one that involves bodily functions. In an attempt to make the point lets think about brushing your teeth. Try to imagine as a child that you have always been taught by the people closest to you, that you love, that you must only brush your teeth with your left hand and by brushing up and down. You are then taken into care and your new Carer explains that it was wrong and unacceptable to brush your teeth this way and must never happen again. You must only ever use your right hand and go from side to side.

Confusing for the most able of children, imagine how hard it must be to understand for a child with learning difficulties.

The young people in your care have behaviours that are a product of their environment and reflect a way of life they have become familiar with and accept as normal. They are now in a new environment, with new carers, the challenge is to re-educate what is right and wrong, what is appropriate and not appropriate, the difference between different people (in different contexts) and their relationships between family members. Siblings that may have had sexual relationships between each other need to learn that it was wrong (but not their fault)and learn to interact with each other (providing both parties want to) in a different way, taking sex and sexual arousal off the agenda.

Contact arrangements that may have taken place in a room as described above may continue to be the best available option. This may move on to be a room at a particular sibling's home.

The kind of subliminal messages described previously may also still be relevant, but they are likely to take on a different style for a different reason.

An example may be that the message may be more childlike for the reasons of re-engaging in past behaviours, as opposed to undermining the placement. It could be that patterns of behaviour that took place prior to sexual activity (such as play fighting) now become evident. This may not always be from the dominant child wanting to re-engage but often from the less dominant child taking a submissive role, making him or herself available for further abuse, adopting an established role in the previous family dynamics.

At these times, those supervising the contact need to take a leadership role. It is imperative to interact with the children to provide alternatives. The absence of leadership will lead to past behaviours re-emerging, but the presence of a leader will reduce the need to do so and children will feel happier, safer and will then begin to redevelop their relationship in a different context.

A good example of this rationale can been seen in this scenario; If you put a number of children in a classroom together with no supervision the behaviour will deteriorate to the playground style (or worse) due to the confined space and lack of focus. Insert a leader in the form of a teacher and the class becomes orderly, they all (the young people) feel safer, more secure and learning can now take place.

At this point, when it is felt able to do so, (and again agreed at a care team meeting) it is worth moving forward to taking the contact out of a room situation to going on an activity.

Everything that has been discussed should be remembered but doing something else often makes it easier to supervise, it's less intense and much easier to engage the children.

The importance of having mutually shared positive experiences cannot be underestimated in this process. Not only is it good fun at the time, but also gives the children something to talk about and share accounts and observations many times in the future.

Risk assessing activities

When considering taking children on an activity during supervised contact, it is important to consider what can be done safely, without compromising the level of supervision deemed to be necessary.

A simple trip to the park may be the only thing available. Remember, left to their own devices fun fighting may occur but bring a ball and offer some direction and it's a different experience, think about what resources could be used in different scenarios.

Taking young people to experiences that have previously been unavailable to them may bring about the best results, as you begin the process of broadening their horizons and expose them to the wider world. Be sure that whatever you do, you can remain in control. Avoid activities that provide opportunities for young people to run off around a corner for a brief period, this may mean that you have lost them (for moments) and the reasons for supervision has been compromised.

One of the most difficult scenarios to deal with are swimming baths. This brings about difficulties in terms of changing and the activity itself. It is difficult to stop young people swimming off to the opposite corner of the pool and difficult to monitor what goes on beneath the surface. The amount of exposed skin may be arousing in itself and then potentially there are problems that wouldn't have arisen should you have done something else.

The absence of sexual activity, in itself, among pre-adolescent children helps them make progress back to a normal developmental pathway.

Create the environment for it to occur again is only going to set them back to previously established behaviours.

Please remember, these are the most rewarding children to help, but help they need. Don’t just be the video recorder and report what went wrong, be the leader, the educator and help them move forward with their lives.

David Bartlett MBE
May 2014.

80. Online Record System

Records for young people are kept electronically. This information can be accessed via a secure system by those who have a secure passworded account and a legitimate need to view and record it. If required, these records can be downloaded and printed. Electronic records are kept in accordance with data protection principles. Information is stored securely with an offsite backup.

All staff must ensure that they adhere to data protection principals when accessing this information.

81. The importance of subliminal messages.

Our document ‘Recovery and Intervention Plan’ makes reference to the importance of subliminal messages. Another way to describe them is the importance of the subtleties of our work. I sometimes find when describing something to use an analogy and often from the horse world. I know others have valued this so will use one on this occasion also.

The day before our visit to Olympia (December 2016), the show hosted an official retirement of the partnership of Charlotte Dujardin and a horse called Vallegro. This partnership has excelled in the world of dressage beyond anyone else, ever! They won two Gold medals at the London Olympics in 2012 and a further Gold medal four years later at Rio, along with every other Championship along the way. If you ever want to watch poetry in motion, whether interested in horses or not, watching any sport at the absolute top of its game is a privilege and if you have a few spare minutes, I am sure you will find them on Youtube or Google.

My point is, when you watch them, the rider is sending messages to the horse in a subtle way, a way most people can't see or understand. If you were to see them you would doubt the impact of such small movements. Any other rider, particularly if not trained may be able to get the horse to move from A-B but not in the same way. It would be a completely different experience. The same is also relevant to our work!

While some facilities may be able to provide accommodation with or without lessons it is in fact our appreciation of the need for much more depth of understanding of our children that means the experience, relationships and learning are what makes them better. They don't just experience the passing of time but a whole lot more.

Bowlby (1988) argues that attachment patterns are open to change throughout our lives and Andrew Rodgers and Miranda Budd (DART framework) emphasise the importance of 'every interaction' in reinforcing negative or positive thoughts and that professional care givers should be seeking a therapeutic (effecting change) relationship. Something I have promoted and documented from our start.

Recently I have been reminded of the need to continue to make all staff aware of the importance of the small things and the reason that some of our systems are in place. Therefore, I will focus on a few that need reminding with an explanation as to why.

Here are my top ten tips, all of which need to be delivered in a positive and supportive manner.

1. Wake up with a drink -
I have often advised that the morning routine starts with either the taking of or the offering to make a drink. Water, orange juice, if appropriate, a cup of tea or coffee, whatever. Making a cooked breakfast whenever possible once up and about. Always delivered with a smile and positive energy. 😀 😀😀
In this, the first message the child wakes up with is ' I am being looked after by someone who cares about me!' ☕🍏🍌

2. Rooms checked before leaving.
There should and needs to be a consistent routine across the organisation of going with the child to check that their room is in good order before leaving the house to go on to whatever activity is planned

for the day, whether this is education or other. When there is not a lot going on this should be early on in the morning routine. 👍

The message the child gets here is ' I live in a well ordered place with expectations and the person looking after me is in charge'! 💂

3. Before leaving, check that the child has the correct attire and equipment for the day. 🎩🪖
The message here is the person taking me is still in charge.

4. Put your coat on (off in hot weather!) 🦺 The message here is the person taking me is still in charge and they care about me.

5. Whilst travelling, don't let the child take control of the radio or music being played. It's your car, you're in charge and you're in control of everything, not just the car. 🚗🎶🎶
If this is not the case and the child is allowed to immediately take control of the audio system, it says to the child 'I am in control, you're a bit of a push over and now I've got my way with this I can move onto the next thing. 😁

6. When going from place to place about the farm or any other location, don't let the young people walk ahead. Make them walk with you, you are the leader, you want their company and they follow you not the other way around. You also control the kind of interaction and topic of discussion. This shows good leadership skills. 💂💂💂

When you follow them you are showing no leadership skills, you are merely following them to supervise them because that's your job. You don't really care that much as long as nothing goes wrong on your watch. 😁

The message they get from this is, you don't care and you're not that good at what you do. I will be able to get one past them at some point.👎

7. While at the farms, when coming in from outside make sure they wash their boots off before entering.

When you do they get the message that you continue to be in charge, that you care about standards in your work place and are able to command a routine. 👍

When you don't the message they get is ' you're a bit of a minger like where I've come from and you're not that bothered, therefore why should I be. 👎

8. Time management.
Being at school on time means you value their education, it is important and what they will be doing is important not to miss and make the most of. 🎓🎓🎓
When you're not, the message is, "it's not that important anyway, no need to worry we've got time to kill!" 🚔

9. Teachers and Instructors staff undertaking evening activities meet and greet!

When teachers and instructors or staff undertaking activities are there to meet and greet the children arriving at your lessons or at home it means you are pleased to see them, you've got a lot of interesting

and exciting things to see, hear about and do. Your enthusiasm is obvious and you can't wait to get started. 🎪🎪🎈🎶🎺
When you're not there it means you're not that keen to see them, you're not that enthusiastic and you're looking to kill time! ⌚ While this may not be the case and you may have been held up doing work related tasks, they won't know that unless you apologise and explain why.

10. Remember the importance of wind down activities and routines. Try to get the household to watch a popular calm TV programme together at the same time each evening or weekend. This provides routine but also a shared experience in an open loop so that you're all waiting to see what happens in the next episode. Don't forget the evening news at 6pm. This promotes current affairs and provides a topic of discussion. As staff work rotas it is apparent there is no routine to evening viewing and following stories. Particularly relevant on a Sunday as it is the first school night of the week. Don't forget little kids (and some big ones) like a bubble bath and a bedtime story. An ideal opportunity to build relationships and demonstrate a high level of nurturing.😇😇

I hope you value my top ten tips and that I see my time is well spent in the changes to working practice where needed in the very near future.

82. Staff Guidance for Pear Tree School Educational visit to Major Cities such as London and Edinburgh using Public transport.

- Staff must remember that any dress code expectations for the children apply to staff also eg, comfortable shoes no trainers.
- Gather at meeting point before barriers at the station.
- Move through barriers together.
- One person controls tickets.
- As one group sit on the platform for a briefing.
- Leader nominates backmarker.
- Explain we are one group and no one is behind backmarker.
- Once on the train. Control seating arrangements. Adults sit in aisle seats to give reassurance of containment and facilitate mobility when needed.
- Word searches and dominos are an advantage.
- Wet wipes essential and one member of staff must have available.
- Eat food after Peterborough. (London only)
- Bin packages so nothing to carry.
- Control the mood.
- Control toilet breaks.
- At tube, if packed tightly together ensure hands are visible.
- Visit to the National Gallery can be done in half an hour from entry. This also provides an opportunity for a controlled group toilet break. (London)
- Allow an hour to walk down Mall to Buckingham Palace and back to Horse Guards. (London)
- London Eye takes an hour from arrival to leaving. (London)
- Whilst walking through the city staff should be placing themselves equidistant throughout the group to be able to break the group up when needed whilst crossing the road.
- Always use the green cross code and set an example by leading by example.
- Staff must be alert to the whereabouts of all children at all times and be a constant mentor, remembering to spread out during visits to places of interest as you would whilst walking through the streets. This is to guide conversations and monitor safeguarding issues.
- Mealtime. Starter or pudding, not both.
- Encourage other options other than drink coke.
- Check. Little people can eat adults portion if not child's menu.
- Try to get concessions at museum, not restaurant.
- Allow half an hour to get to kings cross from Piccadilly. (London)
- Plan to get to the train Station half an hour before the train departs.
- Once on train no one uses the toilet until train departs.

83. Mental Health and Wellbeing

Mental Health
Emotional health and wellbeing.

This policy is written with regard to 'Preventing and tackling bullying, mental health and behaviour in schools, promoting children and young people's emotional health and well-being: a whole school college approach'.

The mental health, emotional health and wellbeing is always our priority for all the children and young people in our care. It is this fact that guides our decision making and supersedes all other factors.

On a big picture planning scale. The following areas are directly designed to have a positive impact on the children we care for and educate and the staff we deploy to look after them.

- Environment: From the quality of the homes, their locations, their decorations, and fittings to the landscape we created the farms and gardens. The fact our school is uniquely on a farm (as opposed to a school with access to farm) is a statement of our commitment to the therapeutic environment we wish to create.
- Values: The way our staff interact with the children and support each other. Promoted values are the foundations to building blocks of life which guide our decision making and our lifestyle.
- Activities: The way we live, the lifestyle we promote, from time with horses and other animals to outdoor education and time in the countryside. The school timetable is designed to give balance between education and therapeutic activities and needs.

The above reflects the ideas established at the very start of this organisations history and how it has progressed ever since. Each aspect is deliberately designed with promoting emotional health and wellbeing across the organisation and in doing so promoting everyone's mental health. The mental health of staff and children are not mutually exclusive but are in fact intertwined and symbiotic.

The literature produced in the form of a documented therapeutic approach and education protocols explain how this works in more depth.

Personal Competence Assessments (PHC)

The Assessment procedures established in the form of Personal Holistic Competence assessments (PHC) are in fact using a marginal gains process to identify and measure 170 indicators of emotional health and well-being, pulling it together to form an action plan to have a positive direct impact on a child's development.

Individual homes have 'in house resources' used on an individual basis thought to be relevant to specific children and their individual on going changing needs.

Lead members of staff

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

Gary Ramsbottom – Senior Designated Safeguarding Lead
Diane Reed - Mental Health and Emotional Wellbeing Lead
Fiona Corner – Head of Pastoral Care and Deputy Designated Safeguarding Lead
Philip Tebbs – Head of Special Educational Needs and Deputy Designated Safeguarding Lead
Helen Berry – Deputy Designated Safeguarding Lead

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to any one of the above team.

Identifying possible mental health problems

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated safeguarding lead as appropriate.

Possible warning signs:

- Changes in eating / sleeping habits.
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Working with other agencies

Our school and homes will work with other agencies to support children's emotional health and wellbeing including:

- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- LAC Nurse

Staff Training

All staff receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe.

All staff have access to our Health Assured Program which is a confidential employee service designed to help staff to deal with personal and professional problems that could be affecting their home life or work life, health and general wellbeing.

References

Please consider this policy in conjunction with the following:
SEND policy
Anti-Bullying policy
Safeguarding

General information and Support:

For general information and support see the following links: -
www.youngminds.org.uk
www.mind.org.uk advice and support on mental health problems
www.minded.org.uk (e-learning)
www.time-to-change.org.uk tackles the stigma of mental health
www.rethink.org

Public Health England – Every Mind Matters
Department For Education – Promoting and supporting mental health and wellbeing in schools and colleges

84. Menopause Policy

At Pear Tree we are committed to ensuring the health, safety, and wellbeing of our all our employees and, in this context, specifically members of staff experiencing menopause-related symptoms. The menopause is an important occupational and equality issue, our policy is inclusive of all gender identities, including trans and non-binary employees.

For those experiencing symptoms it can be a difficult and stressful time. Everyone will experience the menopause differently and for some, symptoms can be quite severe, and it can be quite a landmark moment for some knowing that their body is changing, and that part of their life is over.

It can affect people both physically and mentally which is why as a company we understand that managing the effects of the menopause at work is important for both employers and their staff.

Relevant Legislation

The Health and Safety at Work Act 1974 requires employers to ensure the health, safety, and welfare of all workers. Under the Management of Health and Safety at Work Regulations 1999, employers are required to undertake general risk assessments which should include specific risks to menopausal women.

Equality Act 2010- sex and disability discrimination.

Definition

www.nhs.uk/conditions/menopause/symptoms

The menopause is when a woman stops having periods. It's a natural part of ageing that usually happens between 45 and 55 years old. Symptoms can manifest both physically and psychologically and are different for everyone, it is at this time that the oestrogen and progesterone levels drop. Perimenopause is when you have symptoms before your periods have stopped, you can have these for several years before your periods actually stop. You reach menopause when you have not had a period for 12 months.

Menopause and perimenopause can cause symptoms like anxiety, mood swings, brain fog, hot flushes, weight gain, night sweats and unsettled sleep patterns and irregular periods. These symptoms can start years before your periods stop and carry on afterwards. Menopause and perimenopause symptoms can have a big impact on your life, including relationships and work.

It is important to note that not every woman will notice every symptom, or even need help or support. However, 75% of women do experience some symptoms, and 25% could be classed as severe.

Roles and Responsibilities

It is recognised that everyone who works at Pear Tree has a role to play in ensuring a comfortable and supportive working environment for all staff, including employees experiencing the menopause.

All staff are responsible for:

- taking responsibility for looking after their health
- being open and honest in conversations with HR
- contributing to a respectful and healthy working environment
- being willing to help and support their colleagues
- accepting and supporting any necessary adjustments that are requested or are receiving as a result of their menopausal symptoms.

Making reasonable adjustments

Reasonable adjustments where appropriate can be made on an individual basis to help staff manage menopausal symptoms. These are likely to be temporary changes whilst going through menopause transition.
Staff are encouraged to talk to their line manager and let them know that they are experiencing menopausal symptoms at an early stage this is to ensure that staff are supported, and that the manager can be mindful of symptoms and any treatment as an ongoing health issue rather than as individual instances of ill health. Employees who do not wish to discuss the issue with their direct line manager may find it helpful to have an initial discussion with a trusted colleague or another manager instead. Employees will be encouraged to seek advice from medical practitioners regarding appropriate treatment and/ or to investigate suitable ways to manage/ reduce symptoms.
We can carry out risk wellness action plans which will consider the specific needs of menopausal employees. Within these we can look at approaches, signs and symptoms, triggers, potential impacts and how we can help employees to manage their symptoms.

Confidentiality

Any Information from staff who report experiencing symptoms will be kept confidential (unless their express consent is provided, or, if, as an Employer, we have got serious concerns for that colleagues' safety, children's safety, or that of other colleagues). Personal data collected in accordance will be used and retained in accordance with the data protection policy. Data collected from the point at which the organisation becomes aware of the issue is held securely and accessed by; and disclosed to individuals only for the purposes of providing the necessary support.

Point of Contact: - Diane Reed, Head of Quality Assurance is a confidential, named point of contact for support and advice for employees to speak to regarding any issues that arise in regard to menopause.

Available Support

- Talk to your GP about treatment choices
- Get plenty of rest, regular exercise, including keeping to regular sleep routines
- Look into mindfulness techniques you can practice at work and home
- Consider lifestyle changes
- Use technology where it can help you – setting up reminders on your phone or taking more notes
- Talk to other people going through the same thing, like family, friends, or colleagues

Helpful links and organisations

menopausematters.co.uk
www.nhs.uk/conditions/menopause/symptoms
https://www.womens-health-concern.org/

https://www.menopause-exchange.co.uk/
healthassuredeap.com / Free 24-hour helpline - 0800 047 4097

85. Outdoor Education Policy

When deciding where to go for a walk with young people, unless you are a qualified Mountain Leader or have a recognised National Governing Body qualification such as the Lowland Expedition Leadership Award, you need to keep within 2 kilometres of a public tarmac road and go no higher above sea level than 1000 feet (304 metres).

When taking young people out for a walk or to cycle in the countryside, a risk assessment must be completed along with a route plan.
The risk assessment can be found in the admin section on the Pear Tree website. This is a fairly simple form and should be emailed to the Duty Manager, House Manager and info@peartreeprojects.co.uk

The Outdoor Activity Information form can be found within the same section and is fairly self-explanatory. When complete, this should also be emailed to the above people.

Staff must take into account the size of the group and ability of the young people they propose to take out.
Staff must have checked the local weather forecast.
Staff must check the young people have the correct clothing and food/drink for the day. Waterproofs, hat, gloves, correct footwear.
Staff must not rely on mobile phones for finding their way around. Phone signal can be non- existent in some areas. Mobile phones are vulnerable to loss or damage and batteries can go flat.

If using the Pear Tree Guides, print off the map and instructions to refer to. If not, then a map of the local area must be used.
Staff must check the route they plan to follow is suitable for the abilities of the young people and is feasible within the time available and does not exceed the criteria for needing leader qualifications.

As a guide, thinking of walks around Blackmires Farm for example. The road leading to Danby from Castleton reaches 330 metres before you turn to go to Blackmires, so walking in this area is permitted because you will be on or near public roads. Walking from Toy Top, Fewster Gill or Stapleton Manor also falls within the criteria. One or two of the walks in the Yorkshire Dales book come close to or exceed the height limit but are near to public highways and are therefore allowed.
All walks included in the Pear Tree guide books which have been produced fit into this criteria.

86. Relationships and Sex Education (RSE)

As an organisation that cares for and educates children who have experienced adverse childhood experiences (ACE) and in particular sexual abuse, sexualised behaviour and sexually harmful behaviour, this subject is at the heart of our aims and objectives both educationally and socially.

The Department for Education document *- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, sets out what they hope should be taught to children at specific ages and stages of development. This document is detailed and comprehensive and its contents currently unnecessary to build on or alter in any way.

It is our policy to complete work in all areas set out and document the observations made during this process along with evaluating how much the child has understood and recording such evidence.

What does need to be acknowledged however is that the children in our care have been affected by inappropriate and perverse versions of relationships and sexual experiences that have negatively reinforced incorrect messages and behaviours.

These experiences need to be overcome and correct messages delivered. This needs to be documented within the child's overall recovery and intervention plan. The consequences of this are that the child may well need time away from anything to do with RSE to allow time to settle and recover. The other experiences provided within the school curriculum and therapeutic approach give this opportunity.

They also give the opportunity, especially whilst working with animals, to revisit the subject of sexual reproduction in a less intense non-threatening way. Relationship building is often easier with animals at this stage than people. If children can learn how to build relationships, they are much more likely to understand and appreciate this subject in many different ways. Traumatised children need time to recover and become sensitive to the subjects taught in all lessons. The formulae

Knowledge = Experience x Sensitivity (Yuval Noah Harari) ** below is important to consider in this subject.

We need our students to increase their knowledge in RSE with correct messages. The experiences in the form of educational experiences will only be transferred to knowledge if the child is sensitive to the subject.

Children who have experienced sexual trauma are often suffering from undiagnosed post-traumatic stress disorder. They are as a result desensitised.

At this stage the learning experiences may be delivered but the experience may not always be transferred to knowledge. The risk is that they will then become closed to the subject.

It is the responsibility of skilled professionals close to them to determine when a child is ready for this subject to be explored and in what way.

Therefore, there are some important differences in delivery that need to be appreciated.

- The delivery of RSE will most likely need to be delivered on a 121 basis by a key worker or trusted member of staff in the safe surroundings of the child's residential home.
- The key worker must not assume that the child has gained appropriate knowledge to their age and stage. Indeed, children are often skilled at pretending they have knowledge but as explained above this may well be incorrect or corrupted.
- The key worker must start at the beginning of the work set out in guidance regardless of the child's age and stage. They must work through this systematically. Whilst there can be changes in the order of work within stages, it is important the work delivered is in stage order.
- The document of the same name is to be started and completed during the time the child is with us. This can then go with them in the future to any other placements or be a record of their learning into adulthood.

Helping children have meaningful appropriate relationships is the most important part of all the work we do. It is a difficult subject to approach and often time sensitive. Those delivering the work must not be scared off by avoidance strategies displayed by the child indefinitely. The ground can be tested perhaps prematurely and left for a while to return to at a later date or opportunity. Although the timing and judgement of when to begin RSE may be difficult, it is important to cover the topic when key workers feel the child is receptive. Persistent resistance is an indicator which forms part of an assessment in itself. Repetition of work and being sure the child has retained knowledge and can demonstrate understanding is essential.

*https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

** Professor Yuval Noah Harari, Homo Deus

David Bartlett MBE
October 2022.

Relationships Education

Name of young person:

Part A:

1. Families and people who care for me	Pupils should know 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, 5. are at the heart of happy families, and are important for children's security as they grow up. 6. that marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 7. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Evidence	

2. Caring friendships	Pupils should know 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Evidence	

3. Respectful relationships	Pupils should know 1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the 7. impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 8. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 9. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Evidence	

4. Online relationships	Pupils should know 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
Evidence	

5. Being safe	Pupils should know 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
Evidence	

Part B:

Schools should continue to develop knowledge on topics specified for primary as required <u>and in addition</u> cover the following content by the end of secondary:

1. Families	Pupils should know 1. that there are different types of committed, stable relationships. 2. how these relationships might contribute to human happiness and their importance for bringing up children. 3. what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. 4. why marriage is an important relationship choice for many couples and why it must be freely entered into. 5. the characteristics and legal status of other types of long-term relationships. 6. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 7. how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Evidence	

2. Respectful relationships, including friendships	Pupils should know 1. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 2. practical steps they can take in a range of different contexts to 3. improve or support respectful relationships. 4. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 7. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 8. what constitutes sexual harassment and sexual violence and why these are always unacceptable. 9. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Evidence	

3. Online and media	Pupils should know 1. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. 3. not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 4. what to do and where to get support to report material or manage issues online. 5. the impact of viewing harmful content. 6. that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. 7. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 8. how information and data is generated, collected, shared and used online.
Evidence	

4. Being safe	Pupils should know 1. the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. 2. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Evidence	

5. Intimate and sexual relationships, including sexual health	Pupils should know 1. how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. 2. that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 3. the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 4. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 5. that they have a choice to delay sex or to enjoy intimacy without sex. 6. the facts about the full range of contraceptive choices, efficacy and options available. 7. the facts around pregnancy including miscarriage. 8. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). 9. how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. 10. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 11. how the use of alcohol and drugs can lead to risky sexual behaviour. 12. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Evidence	

87. Period of recovery and recuperation

The children in our care have experienced Adverse Childhood Experiences (ACE). This is regularly sexual abuse and/or sexualised behaviour often resulting sexually harmful behaviour. They have then been removed from their home surroundings for whatever reason and find themselves often in multiple placements prior to being placed in residential care. The cumulative effect is that most are suffering from undiagnosed post traumatic stress disorder. The result is they become desensitised to the world around them and lose their capacity to learn.

After over thirty years of managing these kinds of dynamics, it is our recommendation that on admission the child is allowed a period of time away from intense subjects delivered through therapy or counselling unless specifically asked for by the child either verbally or through behaviour.

It is also our recommendation that the time allowed for recovery and recuperation is around six months. This is to allow the child time to increase their sensitivity and subsequently increase their capacity to learn, make progress and develop.

David Bartlett MBE
October 2022

88. Critical Incident Policy (Lockdown / stay away) / Business Continuity Plan

Predicting the unpredictable is never easy, if not impossible. Being prepared for every eventuality is what we must strive for and that includes all the possible scenarios we cannot predict or expect.

A critical incident can be defined as a sudden and tragic event or sequence of events which cause trauma and confusion within a school community, and which overwhelms its normal coping mechanism.

It may affect pupils and staff, it may relate directly to the safety of the school, or it may involve an incident beyond the school premises in a way that has an impact on the school which may be both long and short term.

Critical Incident Management Team**:**

The aim of the Critical Incident Management Team is to support the staff within our school in the event of an incident. Our team:

David Bartlett, Head teacher
Fiona Corner, Head of Pastoral
Philip Tebbs, Head of SENCO
Helen Berry, School Leader

Within this policy, I hope to increase awareness of how to respond to the unexpected or unforeseen circumstances that may range from the difficult to manage, to the life-threatening, life-changing events.

My desire to avoid detailed prescriptive text on a range of scenarios is founded in real life concern. In June 2017 as the Grenville Tower tragedy unfolded, it became clear that the Towers fire plan specified that “in the event of fire stay in your rooms”.

What is unclear is how long this pre-scripted plan remained in place after it became apparent that was not the safe action to take and did anyone dare go against the plan. Having a plan on this occasion prevented people from using their own judgment and undoubtedly cost lives.

What I hope this policy achieves is the ability to assess each unpredictable scenario on its own merits and take suitable action. The important issue is that in the event of an unpredictable event, you put the children in our care front and centre of your thinking to ensure their safety.

Many schools have a lockdown policy. They are fixed in location and the required response to safeguard against the unpredictable or dangerous individuals is to return to the

classroom and “lock down” to ensure everyone’s safety.

In our environment, we may be spread over a large geographical area, and it would be wrong to bring children back to a school building when this may mean bringing them closer to the risk. The issue is,

- once a risk is identified to keep children as far from that risk as possible.

The rural environment is by nature not always well known to those from urban backgrounds. Risks can be perceived differently and, in some cases, misunderstood. A man on the grounds wielding a large metal object may not pose a risk but be doing the garden or fixing the fencing. An individual on the horizon with a gun may not be intent on causing death and destruction but a neighbouring farmer legitimately shooting rabbits safely on his own land.

When I consider the serious incidents over the last thirty years and recognise that the same or similar can and most likely will occur again in the next thirty years, they are predominantly from the section of the population we live with or are connected to.

- Parents trying to abduct their own child in response to a court order.
- A parent trying to frighten off a child to stop them from giving evidence against them in an abuse case. When there is a possibility of spending a large number of years in prison, people do desperate things.
- A viral infection that cannot be allowed to run its course and needs safeguarding measures in place to prevent the spread of infection.
- The death of a known adult.
- The death of a child.
- A child in our care at high risk of ‘honour killing’ due to her evidence against her parents in an abuse case.

These incidents due to the resilience of those involved did not overwhelm our coping mechanisms. The death of an adult or a child is often heart breaking and requires the community to come together to share in its grief.

Problematic incidents (the last in particular) were managed by using pragmatic bold responses that were dynamically risk assessed at the time and utilised a large degree of creative energy to ensure a safe outcome for all involved. Not just the child but those looking after them also.

Therefore, looking to the future, it is most likely the threat will come from individuals known to us through the children we look after rather than random acts of violence or terror. These risks from families are risk assessed at the point of referral to understand if there is a risk that is beyond the expected norm.

To the random terrorist, geographically we represent a small target, difficult to find in an unfamiliar environment. Those seeking random acts of terror are able to find much more

material to use closer to home and in a more familiar environment by keeping within built up areas.

In August 2022, we had the unpredictable happen when a young adult with Downs Syndrome attacked his mother whilst she was transporting him in her own car as she happened to pass our farm. She pulled into our car park at Toy Top Farm to seek help. He was to run off and arrested by the police a short while later. The Pear Tree staff at Toy Top Farm assessed the situation very quickly indeed and took the children away into the farmhouse and locked the door until the “all clear” was given.

This situation is now safeguarded against by simply keeping the gates at Toy Top Farm locked at all times. Not to keep people in, but to keep the unpredictable out.

If the same situation was to happen at The Manor, they would be unlikely to get up the drive and due to the potential spread of students across a large geographical area, it would be wrong to bring all the children back to the classroom which may be closer to the potential risk. Keeping children away from such risks is the important part.

In order to safeguard against such eventualities at The Manor, it is now standard procedure that all groups outside must have a two-way radio (coms) at all times.

This means we have many eyes over a wider area to give warning should the unpredictable happen. Observations can be communicated quickly without delay, as can often be the case with mobile phones with poor signal or a delay in the messaging system. Mobile phones should also be available at all times to call the police should it be necessary.

Staff at Toy Top farm benefit from a smaller more contained and secure environment. The only feasible access is through the two high double gates which are permanently locked. The farmland around the farm is well fenced and difficult to access. It is waterlogged six months of the year and difficult to access at any time. As the main activity is with horses it is thought that the use of radios would be more restrictive than a help. Therefore, the use of two-way radios is available advisable when possible but not essential. They are never far from the farm buildings and within range of a short walk and clear shout.

The following is advice that should be used but is not exhaustive and may be subject to circumstantial change.

If outside:
• Make observations.
• Report observations.

In the event that an observation is made, and a potential risk identified:
• Stop what you are doing.
• Switch off machinery, so you can hear instructions or help to collect further information that may be important.
• Listen for instructions.

• Keep out of the way and move away from risks identified.
• Stay safe.
• Help to share information.
• It maybe you are the best person to call the police.
• Help the authorities response by ensuring the main gates are open or remove any other obstacles identified.
• Wait for the “all clear”. Do not assume all is well until it has been confirmed.

If inside:
• Move away from the risk identified.
• Try to avoid moving into places with only one entry and exit point.
• Always plan for an immediate evacuation, if required.
• If possible, leave the building from an exit point away from the identified risk.
• If hiding inside, remain quiet.
• Wherever you are, keep away or quiet until the “all clear” is given.

In every scenario, try to keep a mental note of times, to create a timeline of events to include in your post-event report.

Help the police with their enquiries but if it becomes relevant do not give interviews to the press!

Keep the normal routines and expectations going as much as possible. If for whatever reason it is necessary to close the school, reopen as soon as possible.

It may be necessary to move school activities to the site unaffected or to utilise new sites. In which case a review of group dynamics will be needed to ensure continued safety from lesser pressing or more routine risks and management duties.

As part of our crisis management plan there are two important points to consider:

- Data. All data Should either be available at different sites if hard copy, or online by definition available at all sites.
- We always have an extra property available to provide accommodation in the circumstances where an event made students homeless, or they were unable to return to their home address.
- Small numbers on multiple sites are part of a safeguarding strategy that is effective for a multitude of risks and relevant for our business continuity plan.

National Emergency Alert System

In the event that the above system is activated it is important that all staff act accordingly and take measures described to protect themselves and the children in their care.

For further information please see:

https://www.gov.uk/alerts

In our school, we take all student's needs seriously, and are committed to ensuring all children receive the help they require to explore such matters as death and significant harm or injury in an environment of trust, care, and safety. We also recognise the impact such incidents can have on the wellbeing of our staff and will do our utmost to support any recovery needed and work with any agencies required.

All staff have access to our Health Assured Program which is a confidential employee service designed to help staff to deal with personal and professional problems that could be affecting their home life or work life, health, and general wellbeing.

As stated in the examples given above, from time to time our ability to cope and react (using a military metaphor) under fire is tested. On these occasions Pear Tree staff have always managed in a commendable way. PTSD in our community is very real. It is not a possibility but an everyday reality. Therefore, it is because of these pertinent factors that practice drills including students are not undertaken as a policy. The impact of such drill would undoubtedly lead to increased long-term anxiety as the perception would be that the adults in charge need to practice as they may not be able to cope, undermining confidence. That the drills practiced for are a certainty and not a possibility. That the varying scenarios concocted are unlikely to be the experience encountered anyway as it always the unexpected that is encountered.
It would also significantly undermine the effort taken to maintain a calm positive functioning environment and become a high adrenaline experience.

On a cost benefit analysis, it is too high a price to pay for too little gain.

Critical incident management training is undertaken within the staff team on a regular basis in group discussions.

Critical incidents and the management of such are about ensuring the school is not overwhelmed. It is worth pointing out that in the darkest days of a worldwide pandemic, Pear Tree School was not overwhelmed but increased its capacity to cater for children in other schools that had closed and carried on through not only the term time but the holiday periods also. A fact that many may prefer to forget which will never be forgotten.

Critical incident training and regular briefings.

- All staff are to undertake critical incident training on our specific policy at the start of the school year. This is to consider the concept of "Lock down - Stay away" placing the protection of students at the centre of decision making in any particular scenario.
- The issue of managing critical incidents is to be added to the agenda of all school meetings alongside safeguarding.
- The meeting should consider A) Current affairs that may impact on the school. B) Specific local issues that may impact on the school. C) Specific issues regarding the

school community, parents and other risks that may impact on the school. D) The meeting should be asked if there are any specific scenarios that anyone would like to talk through. E) The importance of communication using the different tools available. F) The National Alert System. What it is and to ensure all staff partake in its use.

89. Procedures for taking children off site during school time

All children leaving school grounds for whatever reason must be signed out using the correct recording procedure. This is now a digital system which will be facilitated by a school leader.

A conversation with a school leader is required to complete the process but also to give the school leader the opportunity to scrutinise the purpose of time away from school grounds.

The school grounds are defined as Pear Tree Property specific to that site i.e., Toy Top Farm/The Manor.

As The Manor is a large site, in order to ensure we know where everyone is, at any specific time, each group working outside must have available a 2-way radio.

This is to allow effective communication across a varied environment, to keep people informed and to allow monitoring of groups whereabouts.

90. Policy for staff and children using Pear Tree holiday home accommodation.

Having children visit our holiday home accommodation is an important part of their recovery programme and the experience offers many therapeutic benefits that can be enhanced by the member of staff leading the activity. As such attendance is both an essential privilege to work towards for all children and a significant responsibility for both the member of staff and Pear Tree.

The following is to be adhered to in all circumstances (the only exception may be if a child has to be located there for safeguarding reasons in which case a separate risk assessment will need to be undertaken at the time) and where shortfalls occur these should be set as targets to work towards for both staff and children.

During time at the holiday home accommodation you must seek to engage in activities which support the child's education or recovery plan and avoid activities or places which undermine this. If in doubt seek advice.

It is an expectation that all staff and children will make a contribution to the holiday accommodation both inside and outside on every occasion.

The internal accommodation must be left better than to be found on arrival. If unclear what to do, seek advice from the most suitable and appropriate member of senior staff.

All staff leading time at our holiday accommodation must have the following skills identified in their appraisal. Attendance requires a suitably qualified leader (Not essential for supporting staff.)

5. Can this member of staff function effectively and efficiently without additional support or direction?
7. Can this member of staff take charge and provide effective control and supervision of a group of young people?
10. Is this member of staff liked by the children; do they make them feel safe as a result of quality relationships?
13. Is the member of staff in tune with the culture & ethos of the Company?
18. Is the member of staff easy to manage and responsive to direction?
20. Is the member of staff self-motivated?

Children must meet these expectations by being assessed as either low or medium risk in their individual risk assessment.

10. Likelihood of physically assaulting children/young people in their home.
11. Likelihood of physical assault on carers.
16. Risk of fire lighting behaviour
17. Risk of malicious allegations.
21. Likelihood of going missing

22. Likelihood of difficult disruptive behaviour
23. Risk of criminal damage
24. Likelihood of the risk of the child requiring to be restrained

Please also note that any child attending the holiday accommodation with a single member of staff must also meet the lone working policy / single cover risk assessment.

91. Contacting children when not on duty.

- Do not initiate the contact unless due to safeguarding concerns. These must be recorded as such and monitored through the line manager.

- Contact should only answer questions that may be important to the child at that time. Lesser issues should be deferred until your return.

- Keep the conversation light and minimal. Usually, a holding context until your next available for a face-to-face conversation.

- Any negative beliefs must be challenged as concisely as possible to avoid any misunderstanding of your position and to ensure the absence of comment is not perceived as being complicit.

- Relationships must only be supportive and not be emotionally demanding or expectant of return commitments.

- Never say anything at any time you aren't prepared to have in the public domain or to come under scrutiny.

- Always keep your line manger informed.

- The professional context of your relationship must not be compromised, and appropriate boundaries maintained. This can / should be done in a kind supportive way without the blurring of boundaries.

- Do not give details of personal issues or home life beyond what is commonly known information.

92. School teacher's minimum standards for contributing during the summer holidays.

Below is the expected minimum contribution before time off in lieu is accounted for.

Expected:

- To ensure work areas are clean, tidy and organised before you leave for the holiday period.
- If going 'away' on holiday that this is communicated to everyone concerned who will then endeavour not to contact, you during your time away. The details below become relevant when not 'away' on holiday.
- To be contactable.
- To communicate with colleagues.
- To answer emails promptly.
- To answer or reply to phone calls or other queries.
- If working from home to communicate this fact.
- To work six days or twelve half days during the summer holiday period.
- For a minimum of six half days to be present onsite.
- To have finished all outstanding work promptly at the beginning of the holiday period.
- To show an example to others in being prepared for the start of the new term.
- To be present at meetings arranged by colleagues to mutual convenience.

Desirable:

To be involved in some holiday activity consistent with experience and interests. Earlier examples would be:

- Arrange a visit to a show and support whilst there.
- Supporting children with their holiday.
- Sailing on the lake.
- Feeding bees.

93. What to do if you find an unknown young person hiding within a residential home.

In the event you find a young person hiding within a residential home the following actions must be taken:

Action that must be taken: (not exhaustive)

- Try to find out from the young person their name date of birth and address. This young person is a member of the public and may not wish to give their details. However, the fact you have asked is important and should be recorded.
- If they provide their details and you can make contact with their parents or the person responsible for them as they may be living in another children's home, to verify they are not missing from home, at this point they must be asked to leave the property.
- In the event they do not give you their details and or you identify safeguarding concerns, this situation must be reported to the police as they may be missing from home and the police may be looking for them. Please ensure you give an accurate description of the young person to help the police with their enquiries.
- The young person must be kept under constant supervision until the police arrive or arrangements are made to take the young person to the police station.

Action you must not take: (not exhaustive)

- You must not allow the young person to remain in the property overnight or longer than is required to facilitate the above protocol. In the event they are missing from home and have been reported to the police, you would then have committed an offence of "harbouring" the young person.
- Make promises you can't keep, such as responding positively to "please don't tell anyone I'm here"?
- If the young person remained in the residential home overnight we would have breached the planning condition by exceeding the number of people accommodated overnight.
- We would have a young person in the home without the required information to accommodate them safely including risk assessments. As such this immediately presents an unacceptable risk to staff and children.
- We would fall foul of regulations scrutinised by the regulator. This could have a negative impact on the viability of the business.

The policy is simple - call the police.

In the event that this policy is not followed, and you undertake actions that have been stated you must not take, or anything of a similar nature, this would result in disciplinary action being taken.

94. Physical Contact Sports and Activities.

The kind of activities and experiences we offer young people in our service has a huge impact on their progress and development. These experiences can have a positive or negative impact depending on their previous experiences and their receptiveness to learning appropriate boundaries and relationships. Examples of positive and negative activities are discussed in the Pear Tree publication “In Search of Utopia. How to help Children and Adults find emotional wellbeing in a complex world”.

All of the children in Pear Tree have experienced trauma and abuse. In most cases sexual abuse. Many have developed issues around appropriate relationships and, in some cases, harmful sexual behaviour. To ensure the safety and security of the children in our care we must accept that abuse and harmful sexual behaviour doesn’t happen in isolation, it happens within a context. This context is explained in the Pear Tree publication “Managing Harmful Sexual Behaviour at home and at school.”

To manage the context within a residential environment and education, it is important to create a culture and ethos that everyone abides by at all times, this includes both staff and children. The culture and ethos of the organisation should also reflect the values and expectations promoted. The impact of teaching and learning values are explained further in the Pear Tree publication “In Search of Utopia”.

The children who live in Pear Tree present varying levels of risk at different times during their time with us. It is always the intention to help children reduce their risk to others. Therefore, the culture and ethos must be a ‘constant’ that promotes safe and positive relationships to all children at all times regardless of their specific situation at any specific time on their journey with us.

The expectations around physical contact are important in creating an appropriate culture and ethos. These must be around appropriate touch, consensual touch and in keeping with safe and positive relationships.

Basic rules such as

- “No play fighting” at any time is very important. Many children have experienced play fighting as a grooming strategy before sexual abuse. Therefore, play fighting can result in re-experiencing harmful memories. It can also be used as a grooming strategy before attempting inappropriate sexual behaviour on others and also stimulate sexual arousal.

- “No entry into other bedrooms” in a similar way to above manage the context and create a culture of respect for private places and spaces. It also reduces the opportunity for inappropriate behaviour.

Encouraging safe and positive relationships start with creating a high value on being empathic to others. Being kind, considering the other persons point of view and being respectful are part of creating the culture and ethos that is required.

Appropriate physical contact with others has to be taught from the beginning. Some children will be scared of any form of physical contact. A reassuring hand on shoulder may be a huge step forward for some. Likewise, some children will need to learn about appropriate boundaries and respecting personal space. In most situations no physical contact between child on child is necessary and appropriate. This may be changed to appropriate physical contact when older young people develop relationships and need to learn safe and positive physical interactions conducive to age and understanding.

All activities that involve physical contact should be in keeping with the above culture and ethos.

Football may result in some form of unintentional contact. Rugby may involve another level of contact however this can also be managed by the introduction of no contact games. Musical theatre and dance may also include physical contact in a safe and positive way. These activities and similar are always to be encouraged.

Sports that encourage or require physical contact to harm others or have the potential to be harmful as part of the requirements of the sport should always be discouraged. This includes sports such as boxing or other martial arts.

The reason is that the actions required undermine the culture and ethos created and our expectations. It is difficult to expect any child to be able to accept different expectations in a different context at different times. For children who have experienced abuse and trauma it is not only difficult but unreasonable to expect they will be able to manage different expectations at different times in different settings.

It must also be remembered that we are responsible for teaching the skills the children acquire whilst in our care. As an example, if we teach a child to drive machinery, we have to risk assess the child has the ability to only use the machinery as instructed and not use it inappropriately in a way that may harm others.

If a child represents a risk to others from physical force or violence, it is highly unacceptable to increase the child's skill set that may be used against others, children or staff. This can be determined through their individual risk assessments.

The preservation of culture and ethos of safe and positive relationships
built around high expectations of conduct and respect for others is a worthwhile aspect of an overarching therapeutic approach. The actions of staff looking after children who want to engage in activities that are harmful to others are always to encourage other alternatives. The experiences on offer at Pear Tree are wide and varied and allow for creative development and expansion.

Children who want to engage in contact sports that are harmful to others usually understand why they cannot once an explanation is given and move on to other activities on offer.

In the event that a child persists in their desire to engage in contact sports that are harmful to others a relevant risk assessment must be completed to determine if this is acceptable to allow a child in our care to do so and for ourselves to finance and support with transport etc.

95: A guide to age-appropriate activities and experiences.
Ages and Stages.

The kind of activities and experiences we offer young people in our service has a huge impact on their progress and development. These experiences can have a positive or negative impact depending on their previous experiences and their receptiveness to learning appropriate boundaries and relationships. Examples of positive and negative activities are discussed in the Pear Tree publication “In Search of Utopia. How to help Children and Adults find emotional wellbeing in a complex world”.

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It is our expectation that children engage in “age appropriate” activities.

Age advice in respect of videos and games must always be respected.

To be involved in activities that are below the expected age can result in low self-worth and poor self-esteem.

In cases where there is a risk of harmful sexual behaviour it can increase the risk of further offending by creating opportunities and increased inappropriate sexual arousal. Therefore, it is important to ensure activities are managed as part of a risk management plan. Encouraging young people to engage in activities below their level of expectation can undermine their self-protection skills and relapse prevention plan.

Factors that can cause complication often occur when children or young people have a learning disability. This can mean they often function below their chronological age. The confusion often comes when practitioners believe you work at their current functioning age level and not push them to be the best they can be.

The Pear Tree curriculum is designed to help all children and young people (including those with a learning disability as well as those with a learning difficulty) reach their full potential. This can be aided by ensuring they are encouraged to explore age-appropriate activities and behaviour. Encouraging activities that are below their level of expectation can undermine the work done to increase their skill set and improve their self-worth and self-esteem.

Another factor that can cause confusion is when children have been denied positive childhood experiences in their early years and there is a desire to help them 'catch up' and reclaim these experiences in their new environment. This can be the case, but the benefits are limited and cannot be indefinite. This is why the Pear Tree model is intense to begin with but then lessens in intensity over time.

It is also important to treat children and young people as we hope them to be! As such young people should be treated with respect and in a mature manner befitting of their age. For example, young people of college age should be treated as the young adults they are preparing to be.

In order to provide clarity, the below policy is designed to be used as a guide. The closer a child or young person is to the transition stages, the more flexibility and need for professional judgement. There can be a fudge factor of 2 years to facilitate this need for judgment.

- 4 years to 7 years = infant school age.
- 7 years to 11 years = junior school age.
- 11 years to 16 years = secondary school age.
- 16 years to 18 years = sixth form or college.

Activities that are for children in different school stages should be avoided. The way to assess this is to determine the dominant age in attendance or the desired catchment age.

The fudge factor may be used in certain circumstances, for example young people at college may attend a function that is dominated by 14- to 16-year-olds but never below that age. Children of 13 years old should not be attending activities that are dominated by 16 years of age or over.

The above policy should be used as a guide for all events and activities. Where there is not a dominant age group or age specific content, it is likely that this indicates an all-inclusive family welcome environment which has adult leadership and social expectations. As such this should be a worthwhile and appropriate activity because it is not age specific or dominated.

The further away from the transitional stages the more considered the case for attendance needs to be. For example, a child should not be excluded from a household group if they are outside the fudge factor but the other children in their household are not and the activity is intended as a household activity. This may apply to situations such as a Christmas pantomime. However, this would not be the case if they were on their own.

It is important to determine the expected age the activity is targeted at. If a play, performance or show is intended for primary school age, as example, there is no credible professional argument as to why this should be encouraged for young people of college age.

Children and young people of any age may attend an adult dominated activity like a sporting event.

96: Policy for Halloween decorations and celebrations.

This policy comes out of varying expectations around Halloween and the need to consider this within a Pear Tree context. Therefore, the following needs to be considered before starting a decorating scheme of work or planning any form of celebration.

Whilst we encourage a strong sense of ownership by all in the Pear Tree community, the way homes and school are decorated has a significant meaning to any visitors who need to receive a consistent corporate message rather than an individual message from many different individuals.

To decorate too early indicates being impatient, and unable to determine the sense of occasion to a specific time.

To decorate excessively indicates poor taste and insensitivity or lack of knowledge regarding the issues.

Therefore, decorations must be put up no earlier than the 25th October.

Decorations should avoid the macabre and focus on seasonal plants and colours. They should be confined to one area of the house and never extend to outside areas. The basic traditional pumpkin face is acceptable, but not further than that.

If a ‘party’ is to be arranged it needs to be confined to younger children of primary school age or early secondary school age. This needs to be childlike and avoids any form of masks under any circumstances. It should be a low key and not the main seasonal event.

The changing of the seasons and the onset of winter celebrations should be set against the backdrop of ‘bonfire night’ more than Halloween. This is where the focus can be on the changing seasons, rather than the macabre.

The time of year indicates that when thinking about Halloween, people are tempted to watch scary films. This is to be avoided; age specific rules apply but also sensitivity regarding the subject matter must be maintained at all times.

Therefore, don’t watch any horror films!

97. Policy in relation to how to assess the suitability of a student to be entered onto a GCSE course

At the forefront of planning and decision making within Pear Tree School is the desire to help students to be “the best they can be”. The best they can be is a desired outcome however it is fundamentally important to recognise this statement of desire in a holistic context and not within the single issue of academic achievement.

Pear Tree’s aims that have remained consistent for 4 decades, are to help young people ‘emotionally, practically and academically” in this order of priority.

Academic progress is important, but if the maturing student doesn’t have the ability to apply the knowledge learned in a practical sense, it is of little use in the overall strategy of life enhancement. If a student has good practical skills but lacks the confidence and resilience to use their skills, both knowledge and skills learned will not be effectively utilised in the strategy of life enhancement.

The above is particularly important to the “Looked after Child” population whose adverse childhood experiences to whatever level of impact are exposed to the harsh realities of life, a factor often overlooked in the planning process of a mainstream education system. On leaving school, they will have to face the prospect of making their own way in life with minimum support networks, which are often limited in practical functioning and lack of vision or aspirations.

The basics of food, clothing and shelter are not just a theoretical chart but a stark reality. The benefit system is the national safety net; however, it can quickly become the visually appealing Emperors’ cloak that becomes a comfort blanket from which there is no escape.

The window of opportunity to overcome past traumas, discover new skill sets, be inspired to engage in a positive functioning future and lay down the foundations for a plan based on success is small, fragile and requires the focus of all those that support the student. It also requires continued success as there is little chance of overcoming setbacks created by getting it wrong.

It is perhaps this aspect that needs careful consideration beyond that of the mainstream population. Some students need to be pushed, experience failure and setbacks as part of the process of building resilience in the normal flow of life’s rich pattern. Looked after children who have experienced adverse childhood experiences are already damaged by such events proportionate to the level of trauma experienced. They need to be nurtured to succeed in a way that builds their self-belief and avoids further negative experiences. It is therefore hugely important that such a plan works on the basis of “incremental learning”, “sequential learning” and continued success. This is part of a ‘trauma informed practice’ approach to decision making and future planning.

Therefore, to be considered for entry into a GCSE programme of learning, the student must have made the following achievements.

- Demonstrate the ability to remain focused and on task in a classroom setting.
- Made achievements equal in value and complexity of the proposed course.
- Made term on term progress with work set.
- Made progress with all PEP targets.
- Receptive to learning and adaptable to the different requirements a GCSE course requires.
- Demonstrate the ability to cope with the exam conditions required. (The stress of exam conditions cannot be minimised as the damage to the student's emotional wellbeing can be significant if this is beyond their scope of resilience.)
- Demonstrate that any disappointment created by any setbacks can be managed and overcome. (This requires evidence of other factors in life to obtain a holistic overview of the likelihood of resilience.)
- The assessed outcome of the proposed accreditation must be in the region of as a minimum expectation around a grade of 50% of the scores available. If less than this there is the risk of falling below 25% which illustrates the lack of ability rather than promoting their strengths. No student should ever be entered just because they can pass the minimum requirement to achieve a pass mark.

To ascertain the suitability of a student to be entered onto a GCSE course the appropriate risk assessment form must be completed.

In the event that a student does not meet the risk assessment in full alternative options should be proposed.

Risk assessment as to how to assess the suitability of a student to be entered onto a GCSE course.

Name	
Date of birth	

Why do it?

- To maximise accreditation.
- To encourage learning and progression through accreditation.
- To build self-esteem and self-perception.
- To increase confidence through success.
- To increase further opportunities to progress and access further education.
- To demonstrate to an employer now or in the future a level of competence.

	Yes	No
Demonstrate the ability to remain focused and on task in a classroom setting.		
Made achievements equal in value and complexity of the proposed course.		
Receptive to learning the different requirements a GCSE course requires.		
Demonstrate the ability to cope with the exam conditions required. (The stress of exam conditions cannot be minimised as the damage to the student's emotional wellbeing is significant if this is beyond their scope of resilience).		
Demonstrate that any disappointment created by any setbacks can be managed and overcome. (This requires evidence of other factors in life to obtain a holistic overview of the likelihood of resilience.)		
The assessed outcome of the proposed accreditation must be in the region of as a minimum expectation around a grade of 50% of the scores available		

Comments					
Assessed by (Name)		Designation		Date	
Counter Signed (Name)		Designation		Date	

Management Instructions

Management Instructions 1
Due to recent events it falls on me to provide written instructions to confirm the following points.

1. Residential

Night checks at 11pm before retiring for the night must include a visual check on each child to ensure they are asleep before you go to sleep yourselves.

Bedrooms should be cleaned and tidied at other times as well as during room clean night, by members of staff to ensure the room is in good order. Also to ensure there are no items that shouldn't be there or the room hasn't be tampered with in any way such as removal of window blocks etc or any other Health and Safety issues.

M.O.S need to ensure no portable appliances (mobile phones, tablets, laptops) are left on charge during the night.
Domestic duties are the responsibility of everyone not just the homemaker.

2. In the classroom and other lessons

Use of mobile phones. This is restricted to Pear Tree business calls and texts only. It is rude and disrespectful to pupils and teachers to have casual communication during lessons.
When providing support in the classroom please have work to complete that may assist your house manager. Make this productive time not time wasted.

3. On the farm

Pupils are not allowed to climb on the bales, with or without a member of staff. All staff should be aware of all Health and Safety procedures.

Members of staff should ensure the pupils follow them, not the other way round. Likewise I don't want to find a group of children in one area chatting and staff in another area chatting. Role model leadership should be used at all times and not a them and us situation, or in cases of high risk children, time to plot.

4. Outdoor Education/Educational Visits/P.E

During these times the school uniform rule still applies. There is no reason why any pupil should be wearing casual clothes, except sportswear during P.E until Pear Tree sportswear is available.

The plan for the activity needs to be Text to David Bartlett no later than 5pm the day before. An email giving concise details of the activity, where you went, how they performed, any significant/interesting observations is to be emailed to Fiona Corner immediately after the activity.

5. Holiday Homes - Lowther and Danby

Children and young people with ongoing bed wetting and smearing problems are not to be taken to the above facilities.
After a significant period of time without difficulties this may be reviewed. Suitable targets should be set to make this a goal to work towards.
When targets are met, the above situation can be reviewed. This can only proceed with the M.O.S taking responsibility for ensuring mattress protectors and the necessary equipment are taken to ensure the young person's visit doesn't have impact on the next person to visit.

It is not acceptable to say "the young person is big enough to remember it themselves".

The M.O.S going to these facilities should have a plan which meets required minimum standards for a Pear Tree activity.
They should be familiar with the resource (in the case of Danby, know each room).
The M.O.S should ensure the facility is cleaned to the required standard and check each room before leaving.

The above must be treated as management instructions and complied with at all times, as a minimum standard of expectations.

Management Instructions 2
It is important for me to remind you that I never jump to conclusions and be critical as a result of seeing something and assuming it is that way all of the time. My rule is once is an occurrence, twice is a coincidence, three times is a pattern and it is these patterns I monitor.

As a result of regular feedback I have the following issues to address.

- The Xbox or similar.

The use of the Xbox must be restricted to one hour a day, and no later than one hour before bed time. If you don't know why, I suggest you read the guidance booklet ' What's in an Activity', which should explain the reason to have boundaries.

The reason it should not be played before bedtime is that it undermines a required wind down time before sleeping. This can be achieved in a number of ways, such as reading, a hot drink which works as a result of raising the body temperature and then the reducing temperature back to previous level has the effect of making you feel drowsy, as does a hot bath, music, or suitably calm television programmes.

Only those close to or on a normal developmental pathway or 16 years or above are not expected to have a wind down plan. All others should have a wind down plan written into their care plan. As good parenting would expect.

Under no circumstances should the Xbox be taken to holiday accommodation either our own or others for any reason!

- When visiting holiday homes all members of staff should be familiar with the area, have a plan to use the time effectively conducive to your role. Outdoor Ed people do their stuff, homemakers do activities that tourists and holidaymakers do!
This plan should have been discussed with house managers before you go and duty managers kept informed and advised of any necessary changes.

You are all expected to be able to go to the holiday homes at some point and provide the kind of service we claim is provided. It is not an alternative, to keep people out of the way and do not a lot with. (Hit the target, but missed the point.)

- If holiday homes require replacements or simply maintenance, such as buying teaspoons or changing light bulbs, rather than spending time filling in maintenance forms for someone else to do, just do it!

- All members of staff wanting a word with me for whatever reason should present themselves at reception, who are usually aware of what I'm doing and will ask me or advise you accordingly.

All staff are advised to check your emails and TMS each time you are on duty.

As before, failure to comply with management instructions may result in disciplinary action being taken.

Management Instructions 3
As a result of two incidents that have happened this week, I feel I need to address them immediately to avoid a repeat in the future.

In the event that poor behaviour at school warrants a sanction this should be discussed with the head, as in any school and details of the sanction must be entered into the schools sanction book.

Sanctions in this event should be relevant to the poor behaviour and proportionate. They should also be within school and not continue at home unless of such magnitude it was felt it must.

General every day minor occurrences must be dealt with in school. Children also need the opportunity to start again having had the day broke up into school life and home life. School time is defined as term time Monday to Friday. Whilst it is appropriate to talk about school at home and discuss the day's events this should not extend to formal sanctions unless using the above system.

At home all sanctions however small must be authorised by the House Manager, both a sanction form must be completed and entered into the sanction log.
Once again thank you in anticipation.

Management Instructions 4
Energy drinks and stimulants.

As a result of the question being raised as to the appropriateness of providing the above to our young people, several articles have been considered, including the Lucozade website.

The conclusion is that it is not at all appropriate to provide such drinks at anytime and must cease with immediate effect!

The reason being for example if it states, on the companies own website that lucozade should not be given to children under the age of 16 years in normal circumstances, then this definitely applies to Pear Tree children who may have numerous difficulties and be on a variety of medications to help with their behaviour.

In simple terms we spend time and money on activities designed to expel energy and calm them down, we don't need to provide stimulants at the expense of the household budget.

Once again, diet is back on the agenda, please be aware of its place in our Recovery and Intervention Plan.

Management Instructions 5
Following feedback from Regulation 33 Inspections, please could all staff refrain from displaying Christmas trees and other Christmas decorations until 1st December. Also, bedroom décor must not include electrical decorations or Christmas lights.

Management Instructions 6
Please see :

Guidance and Good Practice: 72. Encouraging young people to be involved in driving lessons as a life skill.

Management Instructions 7.a
Staff are instructed to ensure that children and young people in their care are properly dressed for the weather conditions. This means layers of appropriate clothing, jumpers and coats when outside even for short amounts of time. Having only one layer of clothing when temperatures are on or around the point of freezing or no waterproof clothing in wet weather is indicative of ignorance and when accompanied by a carer symptomatic of ignorance on the part of the carer to the point of negligence.

When taking children on outdoor activities wherever they may be, suitable footwear, (with laces tied), thick socks and trousers (not tracksuit bottoms) and the availability of waterproof trousers are a minimum standard.

The role of the RSCW is indicated in the title. It is not residential therapist, analysts, supervisor or bodyguard. All of which are valuable attributes at different times. It is Residential Social Care Worker. The key word is CARE and with whatever political emphasis

may seem important from time to time, the word care will continue to take priority now and in the future.

Staff have and will continue to receive training on the fact that children and young people often test staff as to their sincerity and ability to genuinely care for them. The emphasis should always be that the following of this instruction is because you care, and therefore pass the test! It should not be because failure to comply may result in poor assessment of staff performance and management intervention, which it will. Use the insistence to the advantage of the young person and your relationship. Failure to do so may be indicative of other issues also.

Summer weather clothing

During Summer time the above is all relevant but in reverse. Having fleece jackets fully zipped up during hot sunny days is again symptomatic of ignorance and/or a test of the sincerity of those around you to care for you or just the need to be noticed. (Attention needing!). Again, suitable advice is required and is to be insisted on.

Management Instructions 7.b
In the event that there is a wish for a child to visit our holiday accommodation with only one member of staff, the child must be risk assessed against our risk assessment procedure for living in a single cover home. (If the child is living in a single cover home this should have already been completed at the time of admission. Therefore this is relevant to children not in a single cover home).

If the single cover home risk assessment procedure is satisfied the child may visit as planned. In the event that the child does not meet these requirements, other options must be considered including allocating another member of staff with or without other children to make the visit viable, or not proceeding with the planned visit.

Visits to holiday accommodation is a privilege and not a requirement and therefore not an expectation under difficult circumstances.

Management Instructions 8
Following recent Reg. 44 inspections, I need to instruct all staff that it is their responsibility to be up, ready and at work at 7am following sleep in duties and not asleep in bed or in the shower at 8am.

When planning visits away you must check the weather forecast for the full journey there and back, not just your destination.

Christmas presents should be hidden from the children as not to undermine Santa, regardless of age! Please try to enter into the spirit of the event and not be simply process driven!

Management Instruction No.9
Protocol for contacting line managers, on or off duty, daytime or evening. Colleagues off duty.

From the onset Pear Tree has operated an open door policy at MD level that has been used by staff for over 25 years without question or restriction. As the company has grown this has become intrusive and relentless due to the number of people involved, children in placements and past residents that often still need help, advice and sometimes emotional support that comes from hearing a familiar voice. As the years go by the potential number of incoming calls and demand on time is only likely to increase. Due to the fact that any incoming call could be an emergency, they often take priority and jump the queue even when the issue may be less important than the one currently being dealt with. As the network has expanded this has also become relevant for House/Department managers. Therefore in the interest of 'Sustainability' the following protocol must be respected.

In the event that you need to contact your line manager or department head you should first of all text with a brief outline of the issue asking for a return call to discuss.

You must not cold call!

This is to allow your line manager to prioritise your information and return your call at a time that is appropriate to them.

In the event of an emergency, text as stated above explaining why it is an emergency and how you hope to be helped. Emergency calls are often to advise of information that can be relayed via text messaging. This is often more for counselling and emotional support required by the caller, however the caller is on duty and the manager may not be or may have just finished (or be) dealing with something more important. Sometimes the role we have is demanding and difficult, sometimes it just has to be accepted that it is your turn and you should get on with it, that's why it's referred to as your time 'on duty'.

In the rare event that information or advice is required immediately and the only source of information is held with the person in question, due to the fact that text messaging is sometimes time delayed, a cold call would be acceptable in these circumstances only.

Cold calling for providing information only is not acceptable!

Please avoid texting colleagues regarding work issues outside of work time if there are alternatives and/or it is not necessary.

Emailing information is the accepted norm and the following should be remembered. This can be done at any time of day or night. It is advisable to have discreet notification on devices as it is accepted that emails are accessed or opened when 'at work' when in the office or making a conscious decision to be in ‘work mode’.

Emails are the easiest way of communicating information that doesn't require an immediate response and the ability to copy others into the email or even blind copy can be done with

one click. It is important to do this whenever possible as it creates a paper trail record for future reference it is also easy and time efficient. Don't send emails and then telephone someone to tell them about it. Use the CC option.

To avoid breaches in security please do not allow young people to use your personal electronic devices ie phone, tablet or kindle. Also ensure that WiFi keys are not shared.

Outdoor education / PE / Educational Visits.

Please remember if you are tasked with organising this period of time you must text your plans for approval before 5pm the 'working day' before this is to take place. That means plans for Monday morning need to be submitted before 5pm on Friday.

Protocols for Acting / Duty Managers.

At the start of your time on duty remember to Text MD to advise you are on duty and make yourself available for discussion if required.

Remember to ascertain the plans for the day and manage any potential inter-house interaction. If the day starts with a lie-in the plan will be weak. The culture of a lie-in is slipping in and must be controlled. Please remember that bedrooms should be cleaned before young people leave for their day's activities in term time or in school holiday time.

The use and function of Toy Top farm has grown over the years. There are now a significant number of Horses kept as part of the service and specifically for the riding school. There are also a number of children wanting to come and use this part of the service, this has had to be restricted and put on a rota basis. Therefore, it is a sign of poor management if some days children are turned away and other days no children turn up, often without warning leaving the grooms short of time and help, having been waiting for the children's arrival.

There should be a minimum of 2 and no more than 6 children at any one time.

In the event that staffing numbers are low it must be remembered that this will/may require yourself and others to do things differently. There may be a need to find overtime cover but this should be after other options are considered. In the event of an emergency staffing situation, outside of office hours, the duty manager should contact the House manager not the Administrator. The running of the day is a management issue utilising staff accordingly and no longer an administration task.

I hope you find the above helpful.

Kind regards
David Bartlett MBE
Head of Service
February 2016.

Management Instruction 9.a
Guidance on sending senior staff and colleagues' digital messages via text and email.

Recent news reports and studies have alluded to the amount of extra work and subsequent stress placed on employees with the increased effectiveness of communication systems such as text and emails. There is the ever-increasing expectation of always being accessible and in touch and up to date with work issues. These issues are not confined to Pear Tree and are experienced generally in many occupations.

As a result I thought I would offer the following advice which is designed to be helpful and provide a continuity in thinking on how these issues should be managed. With that in mind consider the following:

E mails - These are as indicated a digital letter in a digital envelope to be opened as with real mail when in a position to deal with the contents. Like before the days of digital technology when sat at your desk and in your office. The advantage of emails is that your office can now be wherever you choose it to be, but you have made a conscious decision to be in work mode and enter working life responsibilities. It is my recommendation that you do not receive work emails to your phone but a tablet device laptop or PC that you have to access and physically activate at these times. Those that prefer to use a smart phone are advised not to have live notifications that make an audio sound with every email. This constant notification can be stressful and is in my mind unnecessary. Those sending emails should be aware of the expectations and not expect an immediate response.

Text messaging. SMS as it is called stands for 'Short Message Service'. This is a digital way of someone passing you a note on a piece of folded paper which requires you to consider its contents immediately. Those sending text messages regarding work need to be aware of that and only do so when it is imperative that the message is received quickly, and an immediate response is required. They should also be aware that there may be a time delay depending on signal strength and people's accessibility to their phones. Not everyone has them on them all the time as we generally believe.

Corporate texting systems known as a green text are a useful way of contacting everyone at the same time to ensure there is no time delay of people finding out information at different times to others and usually only sent during office hours.

There is a general acceptance amongst professional staff that there will be some expectation to keep themselves updated and this may require a short amount of off duty time, however there is no expectation that this is allowed to be intrusive.

As said earlier once you access and deal with work emails or texts you accept work place expectations and legal responsibilities. These can range from being accountable for minor comments to employment law and in worst case criminal law consequences. From the archives of our own experience the following example is both amusing and sad in equal measure.

“I’m sorry I failed the bytsyz training you paid £60 for but I did it on Saturday night and I was pissed” consequence-dismissal.

I hope this is helpful.
David Bartlett MBE
September 2018.

Management Instruction 10
In the event that you become aware that any child has been involved in a criminal offence you have a responsibility to report this to the police. The more serious the offence the greater speed in which this should be done regardless of the time day or night. You do not need to seek or wait for management approval to do so.

Management Instruction 11
Staff use of mobile phones.

It has been brought to my attention at a recent managers meeting that the use of mobile phones by members of staff on duty at inappropriate times and as a matter of general use is increasing. These being at such times as during meal times and during activities or education.

It is my desire that members of staff who work unsocial hours have the ability to keep in touch with family members / partners, significant others. I would therefore like to draw this issue to your attention and ask that you are considerate in your usage of your mobile phone for private matters while at work and keep this disruption to a minimum.

Your cooperation with this will help to avoid any further measures being taken.

Management Instruction No 12
Procedure for leaving parties and other meals out and social occasions.

Young people leave Pear Tree for many reasons, statistically the most likely due to reaching the age of 18 years and in a positive way. In this event it has become customary to celebrate their achievements and have their final days with us the most positive as possible often culminating around the time of discharge with a leaving party celebratory meal out.

This being at a restaurant of choice within a suitable range of options. For example the local sit down takeaway would be insufficient to mark the occasion but not a choice that was unaffordable or over the top. A suitable mid to upper range option would be advisable.

The benefits of such an event are significant on a number of levels. It helps the young person appreciate the significance of their achievements, the value of meaningful relationships and their transition to a different type of a relationship following discharge but establishing that this is not the end of a relationship but as stated a transition to a more mature one in a different context. It is also a tangible way of reinforcing these elements.

For the other children and young people who also attend, this is the opportunity for a social occasion from which they can learn many things from the experience as set out in our document 'The Value of Activities' . It also goes to establish the leaver as a role model to aspire to also demonstrating all of the points raised above and demonstrating the quality of relationships established between adults and young people. It is the opportunity to build relationships which is significant.

During the meal children and young people should be guided to help make informed decisions when it comes to choices for drinks and meals. This is the opportunity to demonstrate and teach values. For example there should be a choice of starter and main course or main course and dessert. Not all three. The choice of meal should be considered and not based on the most expensive or largest in volume. This is also the opportunity to encourage children to try new foods which may be the only reason for the choice to be the most expensive. The attitude "have what you want, make the most of it, someone else is picking up the bill" is not acceptable. Social skills should be taught by example and put into practice demonstrating prudence and moderation.

Pints of coke or other fizzy drinks should never be bought for children as it undermines the above qualities and reinforces the norm 'big boys drink pints'. At the same time undermining previous teaching of healthy diets. The very nearly 18 year old may be bought their first alcoholic drink, pint or otherwise as part of a parental rite of passage but only at this time and on this occasion.

An invitation list should be given consideration in consultation with the young person leaving and circulated. This should include staff from across the company who have been involved with the young person, either at the time of discharge or earlier. Efforts should be made to consider the entire time the young person has been with us and not just recent events. Young people from their current and other homes and in some special cases young people who may have also recently left our care. Staff who may have left the organisation can be considered to be invited providing there were no concerns during their time of employment and who also left the organisation in a positive way.

It must be recognised that any event held under the Pear Tree banner has responsibilities attached and as such it is important that the conduct of all who attend, staff and children, on duty or not, on the company books or not, remains appropriate throughout. The house manager must take responsibility for ensuring this is the case in the implementation of establishing professional boundaries whether he or she is present throughout or not.

The established protocol for paying for such occasions should normally be that the meal is paid for by the company for those that had no choice as whether to attend or not, usually the staff on duty and or the House Manager or deputy. All others should be self financed. This rules out the opportunity for some to take advantage of a free meal out or the perception of such by the young person leaving, establishing the principal that they are attending because they want to as a result of the relationship and not due to any other incentive. There may be other occasions where the house manager wishes to cover the cost of the meals or drinks or both for all staff however this should never be when the number of

staff outnumber the number of children present. This ensures the purpose of the event maintains its integrity.

Managers arranging social nights out should also be aware that there is a need to be diligent around creating unexpected or unplanned legal responsibilities. As an organisation, relationship building and a strong sense of community are important and can benefit everyone. Concerns can occur if managers organise social occasions which are thought not to have anything to do with work, if they are promoted as a 'Pear Tree night out' by someone in a management position. This can create responsibilities to the manager which may not have been foreseen or wanted. The fact that there is a social scene is great, however it should be made clear that this is a private night out and nothing to do with work and that there are no expectations arising from roles within the work place. This is to protect everyone and avoid confusion.

DB. August 2017.

Management Instruction No 13
PLEASE DO NOT REPLY TO THIS – Unless you have something specific to say regarding this document or my advice.

Ordinary magic for the digital age: understanding children's digital resilience.

I was recently given the above document by Paula Kelly RHM at Durham Road. This is an excellent document and one which all staff in residential care and education must read. I would like it to be a target managed by house managers in supervision. This advice fits hand in glove with the ethos of the company as it begins the discussion of the concept of 'Digital Resilience'.

Resilience in the 'real world' is something as a company we strive to build in our children and always have. The concept of Digital Resilience asks us to consider how we build this with our young people. I very much feel this paper has so much to offer and will benefit all of you who read it. It is my job to put this into context and to offer advice as to how this works with our children and young people, where necessary to consider current polices and practice.

'Digital resilience' as the paper says, is the same as 'real world' resilience. On a personal note, as a parent myself I was very poor at putting in place parental controls to reduce risk. In fact, none at all at any time. Partly because as an old duffer unfamiliar with technology it wasn't in my skill set to achieve without external help (usually called Ashleigh) but in reality, I never saw the need.

On reflection, this was because as a result of sport, environment and the fact they grew up alongside Pear Tree in good and bad, I knew they were extremely resilient. Therefore, this would transfer into digital resilience and indeed it did.
With Pear Tree children who we know have many what we term cognitive distortions (twisted thinking) we have to think about what they may be exposed to and how this may help or hinder the untwisting element of our work. Therefore, as the papers say, there is a

need to put in place measures to protect and manage the risk, particularly for younger children where this could be more harmful.

We know from our own research that sexualised children and sexually reactive children need to experience a sustained period of time away from sexual stimulation in order to re-engage with a normal developmental pathway. Free access to the internet which in turn means free access to sexual stimulation is in conflict with this. Likewise, young people who have displayed sexually harmful behaviour also need time away from engaging with mechanisms which may encourage offending behaviour or even thinking about offending. This would be in conflict with their 'Relapse Prevention Programme'.

Therefore, those that fall into the above may need (for a period of time) the withdrawal of the use of the internet. When it is thought to be appropriate this will need to be reinstated. At this time, the use of the 3 strikes and you're out rule along with a contract which states what to be expected in terms of digital behaviour is appropriate. Again, the period of time out from the use of internet needs to be time limited depending on circumstances.

For other children who do not currently present the issues raised above, digital resilience is indeed something which needs to be encouraged and like real word resilience will encounter difficulties and failures that will need to be managed and tried again and again to build that resilience.
The ability to allow children to make mistakes and learn from them is an important part of being a parent, real or corporate. This often takes us into our corporate values of courage. I hope this helps with this often difficult subject which is going to be different for every child and should be a feature in the child's care plan.

Management Instruction 14
Guidance to staff supporting education.

These are expectations that would be found in any school and not unique to Pear Tree.

Please ensure children leave for the day properly equipped both with clothing and accessories.

Ensure each child has a suitable packed lunch. This needs planning and consideration by the previous days shift and should show consideration and nurturing (which can be interpreted as love) and not just minimal or bare basics.

At (all) meal times ensure all children have washed their hands before starting. (Grown ups also)

Please ensure you also have suitable clothing that matches the required tasks of the day. It is important you have suitable outdoor/work wear and do not undermine the instructors by failing to do so. Any items that are not allowed for the children are also not allowed for the staff, for example wearing trainers or denim jeans when out walking, trainers on the farms, not wearing a coat in cold weather. Be reminded of the need to set a positive example and lead by your example.

All staff be aware of the need to check toilets every time after use and should there have been an accident (or other wise) see that the correct child is tasked with helping to clean this up.

Remember to ensure all children (and staff) wash their hands ‘before and after’ going to the toilet. This is especially important if the children have been handling substances such as oils, paints/solvents or animals.

Remember to support the teachers and instructors at meal times with clearing away, washing up and putting things back where they belong.

During ‘coming together meals’ in the main hall, please remember this is not a works canteen and should be treated as a special occasion with all demonstrating they are properly dressed (no coats unless the heating is off) good table manners and shared responsibility for after dinner tasks.

Staff should also remove their coats whilst indoors to match the expectations of the children.

When required, take the lead with break times and after formal lesson times with pre planned and discussed suitable activities. At The Manor this may be badminton table tennis, watching suitable DVD’s during colder weather or taking children for a walk around the lake. At Toy Top, board games, reading and suitable DVD’s.

During group activities, please remember you are there to supervise and engage the children, avoid forgetting this and using it as a staff social chat.

Please remember to only use your mobile phones for essential work related calls during the school day. Whilst we want you to be able to keep contact with friends and family after office hours, it is important to demonstrate a good work ethic and practice during school time and again lead by example.

All staff and children who have been working with animals must wash their hands before leaving the farms.

COVID-19

Addendum to Pear Tree (School and Residential homes) Safeguarding Arrangement – Covid19 (Coronavirus) Crisis. April 2020.

Pear Tree residential homes and Pear Tree School are continuing to provide full 365-day residential care and education for all our vulnerable children and young people placed in our service. We have also restructured our education provision to be able to provide continued education to all our children in the safest possible manner during this challenging time.

We have been monitoring this virus from its first announcement in January of this year. The circumstances that are important to us are:

• We have children in our care who have underlining medical conditions including respiratory ailments.
• We provide a 365-day service to our children for whom we are their home with no option of returning to family or smaller domestic setting.
• Our staff teams are committed but, in many cases, have partners or relatives who work in front line services.
• We have never used agency staff to allow us to ensure continuity of care and therefore don't have infinite staffing resources as often found in larger organisations and Local Authorities.

Therefore, the safeguarding of our community is of paramount importance and we have asked all involved that they respect the judgements made by ourselves in managing this crisis. In forming our judgements, we take into account and respond to the current guidance of the Department for Education and the guidance provided by Her Majesty's Government.

All of our activities and daily practice have been risk assessed and changed to reduce risk to allow for Social Distancing and to try as much as possible to cocoon our young people as advice has suggested for other care homes and identified vulnerable groups.

Reporting Concerns:

While some colleagues may increasingly be working remotely from school, the Designated Safeguarding Lead or a Deputy DSL will remain contactable at all times. Contact numbers for the Designated Safeguarding Lead and deputy are found in the safeguarding policy. They also shown below at the end of this addendum.

Reporting concerns will be followed as per procedures explained within our policy.

Provision of care in school has continued to be offered throughout the holiday period as well as term time.

Exceptional circumstances:

• All staff are reminded that should they become aware of even mild symptoms of Covid-19 (Coronavirus) infection, they should self-isolate in line with government advice. Any staff affected should inform the school or residential setting immediately, including those colleagues who are working from home.

• In the event that the DSL and deputy DSL are no longer able to fulfil their roles, for example through illness or family self-isolation, the proprietor, or member of staff designated to act on his behalf, will immediately take steps to secure the support and engagement of another DSL.

• If there is more than one deputy DSL currently employed as a member of staff in Pear Tree, and a second deputy is able to fulfil the role of DSL, all staff should be informed without delay, if the DSL and 'first' deputy are no longer able to carry out this function.

• The proprietor will ensure that new contact details for the acting/temporary DSL are communicated in a timely manner to all staff, including those who may be working from home, so that they know to whom any concerns, referrals or disclosures should be passed.

• Pear Tree School will make arrangements with social services (children's services teams) and local authority safeguarding teams to ensure that the school is kept informed of any changes to relevant personnel/contacts so that safeguarding arrangements remain effective. For example, the school will ensure that there is an effective communication strategy to inform the school should the local authority designated safeguarding lead be unable to continue to fulfil her/his role and is deputised. Any such changes will be communicated immediately to all staff.

• This addendum will be updated in the light of any such changes and re-published in electronic form to all staff members.

• Where other professionals e.g. health or social worker or member of the police force need to attend the school or a residential setting, Pear Tree will discuss with them whether face-to-face meetings are unavoidable. If they need to go ahead, Pear Tree Residential homes and Pear Tree School will work with such professionals to ensure that they follow official advice to both protect them, as well as our children and staff.

Supporting Children in Pear Tree School and Residential homes:

Pear Tree School is committed to ensuring the safety and well-being of all its learners and will be a safe space for our children to attend and flourish.
The School will follow the current government guidance in relation to social distancing and all matters relating to public health from the respective websites and outlets.

Home education boxes have been delivered to each home. These boxes contain learning materials, teaching resources, activities and some associated items with which to support carers in the homes.

During the home education sessions of the timetable, the education team will be available and contactable to provide guidance, support and deliver virtual lessons as needed. This will be done either by email or telephone.

Online Safety:

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police. Residential homes and Pear Tree School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Our residential homes and school have a good understanding of the importance of internet safety and security messages being re-enforced during this time when we are expecting our children and young people to be online more often. They may also be increasing their usage on devices during their own free time during this lockdown period.

Safer Recruitment / Safeguarding Training:

We continue to recognize the importance of robust safer recruitment procedures, so that adults who work in our residential homes and school are safe to work with children and young people. We will continue to follow the relevant safer recruitment processes for our homes and school, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021) (KCSIE).

DSL training is unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. Formal DSL refresher training will be undertaken as soon as possible. DSLs will continue to keep their knowledge up to date through online training, resources and materials.

New staff recruited during the period will still be required to complete the usual Safeguarding Induction training. Additionally, all staff will be directed to complete online safeguarding training modules.

Keeping Updated:

Daily updates, advice and guidance on COVID-19 response and safeguarding from a number of sources, including the following are circulated to all Registered Managers, Pear Tree School DSL's and DDSL's.

- Department for Education / Cabinet Office / Public Health England
- Local Authorities and Commissioning teams

Additional Support and Links:

DfE Guidance:

http://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19

http://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers

http://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people

http://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings

https://www.gov.uk/government/publications/coronavirus-covid-19-admission-and-care-of-people-in-care-homes

Specific Links relating to Coronavirus for Learners and Parents/Carers:

Young Minds: https://youngminds.org.uk/blog/talking-to-your-child-aboutcoronavirus/
Childline: www.childline.org.uk/info-advice/your-feelings/anxiety-stresspanic/worries-about-the-world/coronavirus/

Contact Details:
Pear Tree School
Designated Safeguarding Lead (DSL)
David Bartlett, Head Teacher / Head of Service
david.bartlett@peartreeprojects.co.uk
01388 776799

Deputy Designated Safeguarding Leads (DDSL) -
Fiona Corner, Teacher
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01388 776799
Philip Tebbs, Teacher
philip.tebbs@peartreeprojects.co.uk
01388 776799

Pear Tree Residential homes:
Designated Safeguarding Lead (DSL)

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Deputy Designated Safeguarding Lead
Gary Ramsbottom, Registered Manager
gary.ramsbottom@peartreeprojects.co.uk
01325 469988

April 14th, 2020

Lateral Flow Testing

Guidance to Lateral Flow Devices and when to use them.

Due to the recent changes to Government Guidelines on the 14th of December 2020, it has been recommended to begin the testing of staff, visitors and young people.

Key personnel have been nominated throughout Pear Tree's organisation and have completed the recommended training https://go.tessello.co.uk/TestDeviceTraining/. Those personnel are Residential House Managers, Deputy Managers, Duty Managers, School Leaders and with the view to include RSCW's as soon as possible.

Each home has been issued with an initial stock of LFD kits and additional PPE. The LFD kits must be stored in line with government recommendations, at a temperature range of no less than 2oC and no greater than 30oC.

Within the school environment, the tests will be carried out within the designated First Aid rooms.

After careful consideration, Pear Tree has established certain scenarios where we will carry out these tests to continually safeguard our organisation.

These scenarios are:

We will carry out testing on our young people when:

· There is a new admission to Pear Tree.

· If contact was to go wrong (48 hours following possible exposure).

· If a young person were to abscond, they will be asked to isolate or wear a mask and maintain social distancing in the home, until 48 hours have elapsed, and they will carry out an LFD test.

· If they feel generally unwell, however, are not displaying the main COVID-19 associated symptoms (fever>37.8 OR continuous cough OR loss of taste and/or smell).

· Those in mainstream education to be tested weekly.

We will carry out testing on our staff team.

· Weekly for all staff who work in a closed or indoor environment, if a member of staff is deemed as 'high risk' of bringing the virus into our community this may increase.

· When a member of staff works outside of their bubble (Conducted by a manager from the home they are moving from).

· When a member of staff transfers to a different house/team (Conducted by a manager from the home they are moving from).

· If they feel generally unwell but are not displaying the main COVID-19 associated symptoms (fever>37.8 OR continuous cough OR loss of taste and/or smell).

· If a staff member has recently been absent from work, due to a member of their immediate household isolating due to a positive test. They will be asked to complete an LFD test on their return to work.

· During an outbreak with a home, daily testing.

In addition to the above, it should be made clear to staff and young people, if they have placed themselves in a compromising position and if they come forward then a test will be available to them.

If the test result is positive or the member of staff is initially displaying symptoms associated with COVID-19 (fever>37.8 OR continuous cough OR loss of taste and/or smell). They will be asked immediately to attend an authorised COVID Testing Facility and obtain a “swab test”. They will then self - isolate and inform their Line Manager of their result.

When allocating a designated room to carry out these tests, the following must be taken into consideration.

· A separate area for visitors/staff to enter, test and await results without entering other parts of the home.

· Make sure the visitor can enter and immediately put on PPE.

· Follow other key considerations including social distancing, disability access and fire safety regulations that are suitable and one that allows a member of staff to enter a room away from the main part of the home.

· If none of the above is possible, visitors should don PPE before entering the home. When waiting for the results, they are to be asked to go back to their car.

· The room must have a temperature range of 15oC-30oC.

The test should be completed in line with current government recommendations, please refer to;
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942015/care-home-LFD-testing-of-visitors-guidance-12-2020.pdf

Please see links below for booklets and process. I have also attached a Consent Form, which needs to be completed.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942015/care-home-LFD-testing-of-visitors-guidance-12-2020.pdf
Guidance of what to do

https://www.gov.uk/report-covid19-result
This is a link to register the test result

https://www.gov.uk/government/publications/coronavirus-covid-19-lateral-flow-testing-of-visitors-in-care-homes/visitor-testing-guidance-pack#self-swabbing
This is a link or to be printed off for a visitor, staff or young person.

January 2021

Travelling in Difficult Weather

It is not permissible to transport children during an Amber or Red weather warning.

In the event that this occurs without sufficient warning and the transport issue is a return home, senior staff must be consulted to identify a plan of action which will involve the least risk.

Staff are advised to consult weather forecast and local news bulletins before travelling and to follow any advice given. The use of weather forecast on a mobile phone gives basic information but is insufficient when planning a trip away.

Senior staff and House managers will inform duty managers of any weather alerts if not already identified.

If there is a conflict between House Managers instructions and the above instructions possibly brought about by a rapid change in weather forecasted not foreseen at the time of planning or actual weather being experienced, members of staff must be aware of their responsibility to follow company policy and not follow House Managers instructions in this event. The issue must be brought to the attention of the duty manager and they will inform senior staff.

Updates

12.11.19 - Safeguarding policy updated - Darlington Lado details changed.
28.04.2020 - Mobile phone policy amended - age 13.
March 2021 - Mental Health and Wellbeing added
Complaints policy reviewed - Jan 21
May 21 - Outdoor Education policy added
Nov 21 - policy on travelling in difficult weather added
March 22 - Bullying policy updated.
04/05/2022 - Keeping in contact with ex-residents added.
10/05/2022 - 36.b Sanctions Procedure - Update May 2022 added.
30/06/22 – Self-harm reviewed and updated
18/07/22 - Menopause Policy added
9.9.22 – Safeguarding policy reviewed
26.9.22 – Mental health policy updated
18/10/2022 - 54. bringing your device to work policy added to Digital Imaging.
18/10/2022 - 84. Relationships and Sex Education (RSE)
18/10/2022 - 85. Period of recovery and recuperation added
31/10/2022 – 86. Critical Incident policy added
31/10/2022 – 87. Procedures for taking children off site during school time added
04/11/2022 – 40 amendments to policy wording
30/11/2022 – 86. Critical Incident policy amended
07/03/2023 – 48. Whistleblowing policy reviewed, 86. Critical Incident policy reviewed and 69. CCTV policy added.
26.4.23 – Updated No 53 decorating bedrooms
19.5.2023 – No 49 - Child on Child Abuse policy added
22.05.2023 - 16. Advice regarding mobile phones – updated age for mobile phone
11/03/2024- Added Policy for staff and children using Pear Tree holiday home accommodation.
12.7.24 – Added new policy – Contacting children when not on duty.
14.10.24 – Added new policy – 93. What to do if you find an unknown young person hiding within a residential home
27.11.24 – Reviewed Behaviour Management Policy No 35-38.
2.12.24 – Reviewed 67 – Escalation policy.
15.5.25 – Reviewed Mobile phone policy.
25.6.25 – Reviewed Behaviour management policy, mobile phone policy and clothing policy.
30.09.2025 – Policy on Incentive Allowance Payments added 21.b
23.10.25 – Policy added Physical Contact Sports and Activities
24.10.25 – Policy added 95: A guide to age-appropriate activities and experiences. Ages and Stages.
Policy added - 96: Policy for Halloween decorations and celebrations
16.01.26 – Policy in relation to how to assess the suitability of a student to be entered onto a GCSE course.
16/01/2026 - 42. Safeguarding and Child Protection Policy reviewed and updated.
10/03/2026 – Updated 16. Use of Mobile phone and other online devices.

REVIEW

September 2016
October 2017
March 2018
August 2018
Jan 2019
Jan 2020
Jan 2021
February 2022
March 2023
March 2024 – Added Escalation Policy – no.66
May 2025