

CHEXS Behaviour Policy

CONTENTS

1	Introduction
2	We Aim / Ethos
3	Responsibilities Staff / Agencies Commissioned to support CHEXS
4	Responsibilities Parents and carers
5	Responsibilities Other Agencies
6	Responsibilities Children & young people Responsibilities
7	CHEXS Contract on Activities
8	Rewards
9	Sanctions
10	Rules for behaviour in Public Places: Staff Children & young peoples Rules in Public Places:
11	Staff procedures, routines and responsibility
	General Behaviour Strategies
	Physical Restraint
	Weapons
Appendix A	CHILDREN/YOUNG PEOPLE CONTRACT
Appendix B	CAUTIONS
Appendix C	APPEALS
APPENDIX D	STAFFS' PERSONAL SPACE
APPENDIX E	AGGRESSIVE AND THREATENING BEHAVIOUR
APPENDIX F	USE OF PHYSICAL RESTRAINT
APPENDIX I	CHEXS CAUTION NOTE 1
APPENDIX II	CHEXS Parental Consent (OV7)
APPENDIX III	CHEXS Individual risk assessment (OV5)

Introduction

It is a primary aim that every person at CHEXS feels valued and respected, and that each person is treated fairly in a safe, caring and happy environment. The Behaviour Policy is therefore designed to support the way in which all members of the charity can work together successfully. Our behaviour determines the quality of our relationships, hence the quality of instruction and mentoring. At CHEXS, we strive to ensure that children & young people can develop a positive sense of self, which will allow for meaningful personal development.

This policy is an overarching one, covering similar issues for all of the charities projects/services. The day to day rewards and sanctions are shown in this policy, which form the appendices to this policy. Expectation of each the CHEXS programmes should be explained to agencies/parents/carers and children & young peoples at induction.

We aim:

- ✓ To promote positive behaviour
- ✓ To improve children & young people's self-esteem
- ✓ To develop children & young peoples self-discipline
- ✓ To encourage positive peer group influences and interactions
- ✓ To reward and encourage good work, effort and achievement

Ethos

We believe:

- ✓ Everyone has the right to learn
- ✓ Everyone shows respect for others
- ✓ Everyone takes responsibility for their actions

Responsibilities

Staff / Agencies Commissioned to support CHEXS

CHEXS staff & agencies commissioned to support the charity will be responsible for the implementation and day-to-day management of the policy and procedures. All staff at CHEXS will work to create an ethos which is solution focused. Staff will demonstrate high professional standards of behaviour by being positive role models for children & young people.

CHEXS staff will aim to provide the highest standards of instruction. Every child & young person will be supported to reach their potential through:

- ✓ broad, balanced and relevant activities
- ✓ appropriate coaching strategies and approaches
- ✓ activities which are differentiated according to the children & young peoples identified needs
- ✓ feedback to children & young peoples which supports developments in their learning, including behaviour.
- ✓ creating opportunities for children & young peoples to develop key life skills
- ✓ secure, predictable and respectful relationships with staff.

All members of staff will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential.

Support for staff faced with challenging behaviour is also an important responsibility of the CHEXS management team. In order to ensure consistency of approach to behaviour and learning, the management team will regularly monitor the implementation of the Behaviour Policy, through informal and formal observations.

Parents and carers

The staff endeavour to develop positive relationships with parents/carers through regular communication and the expectation of parents/carers' involvement in order to prevent escalation of issues/concerns.

Parents/carers will be requested to take responsibility for their child when participating in CHEXS activities. They will be encouraged to work in partnership with CHEXS to assist staff in maintaining high standards of behaviour.

CHEXS aims to involve parents/carers fully in the activities and services. CHEXS expectations are fully explained at the initial contact. CHEXS will ensure that:

- ✓ Parents/carers are informed of their child's conduct as soon as possible.
- ✓ The parent/carer is expected to support their child in all aspects of the child's personal development including:
 - ✓ Supporting and endorsing the CHEXS Behaviour policy
 - ✓ Encouraging full attendance and punctuality
 - ✓ Having high expectations of their child's attitude to personal development
- ✓ Encouraging and supporting the child to participate in all aspects of CHEXS services/activities.

It is important for parents/carers to familiarise themselves with the content of the policy. They will also have the opportunity to be kept informed of any changes in

the behaviour policy.

Other Agencies

CHEXS aims to work in partnership with School/Settings, other agencies and stakeholders to ensure the level of support is consistent with the children & young people needs. We will continually communicate with all relevant stakeholders to ensure optimum progress of the child. It is paramount School/Settings and other agencies reinforce the outcomes the children & young people have made to ensure a joined up approach and strategy for their personal development.

Children & young people Responsibilities

Children & young people will be expected to take responsibility for their own behaviour and will be made fully aware of the CHEXS' policy, procedures and expectations. Children & young people are encouraged to report any concerns to do with behaviour issues.

CHEXS Contract on Activities

Children & young people should arrive on time. Before commencing any activity, expectations and H&S are outlines and/or reconfirmed:

- ✓ Arrive on time / return back on time
- ✓ Everything is linked to safety
- ✓ Treat OTHERS as you would like to be treated YOURSELF
- ✓ Respect other people's property and belongings
- ✓ Please ask Questions
- ✓ Listen to instruction and act upon it
- ✓ Support Each Other
- ✓ NO bad language & vandalism of any property
- ✓ Work together as a team
- ✓ DO NOT be afraid to ask for help or guidance
- ✓ Suggest how we can do it better
- ✓ Try to give 100% on tasks & activities given
- ✓ Show respect for yourself and others
- ✓ No inappropriate use of images / text on social media

Rewards

If you choose to follow the contract you may expect:

- ✓ Verbal praise
- ✓ Good work referrals (i.e CV for future career/education opportunities)
- ✓ Positive calls home from CHEXS Staff
- ✓ Positive reports back to School/setting/home

- ✓ Certificates of achievement
- ✓ Reward Activities

Sanctions

If you choose to NOT follow the contract you may expect:

- ✓ The instruction to be repeated
- ✓ A rule reminder(s)
- ✓ Warning
- ✓ Time out
- ✓ Phone call home
- ✓ Report back to school/setting/home
- ✓ Removal from the CHEXS programme

Each rule reminder and warning will come with short, clear explanation, instruction and expectation.

Each staff member will explain the system of sanctions and rewards at time of induction to CHEXS. Examples of each sites' procedures are shown in the appendices

Rules for behaviour in Public Places

It is essential that high expectations continue when children & young people are working in public places.

Staff

There is an expectation for staff to be present in the public places and to deal with inappropriate behaviour or children & young people.

Children & young people

There is an expectation for children & young people to behave respectfully in all public places.

Rules in Public Places:

- ✓ Arrive back on time.
- ✓ Avoid socialising with other groups.
- ✓ Immediately follow staff instructions.
- ✓ Keep hands, feet, negative and inappropriate comments to yourself.
- ✓ You are not to throw any objects either in/outside public areas (i.e water).

Please note that if you break the health and safety guidelines, these sanctions will be automatically over-ridden and this will result in an immediate referral to school/setting /home and may result in removal from the CHEXS programme.

Staff procedures, routines and responsibility

It is the responsibility of all staff to ensure that all children & young people on each project learn to the best of their ability. This is a fundamental equal opportunities requirement. All activities should be delivered to a high standard.

CHEXS Senior staff members are there to support all staff in their approach to behaviour and support.

General Behaviour Strategies

Here are a few recommended strategies in Behaviour Management, which will help to ensure that activities have a conducive learning environment. Staff involved should remember:

- What you do.
- What you say.
- How you say it.
- Body language
- ❖ **Will determine the outcome being positive or negative**

Welcome, greet, on time and well prepared. It allows you to greet children & young peoples and manage entry to your environment. Smile! Each activity is a new beginning. You may also use this time to remind children & young people of previous agreements.

Through a **C.A.L.M** "Here to help" Approach

Communication & caring = Paraverbal Skills (What you say & how you say it)

Awareness & assessment = Don't corner or threaten the child.

Listening, looking & learning = Leave the child a choice, give time & space, restating expectations.

Making safe= Where possible, adults must exhaust all agreed behavioural management strategies before using a physical intervention. (Only when staff/others are at risk of injury)

- ✓ **PRAISE** should be specific and personal; it can be done in private or in public. It can also be used as an instruction reminder: e.g. after you have given an instruction, scan the group, name the children & young people who have followed your instructions. Explain why they are being praised: eg. "Group A, you need to be facing this way. Thank you Sam, Nick and BOB for facing this way!" This may feel patronising, but it vocalises and recognises your expectations. When a child & young person has been challenging and you have dealt with him/her using the CHEXS systems,

it is very important that you recognise any effort this children & young person has made to change their behaviour even if it is very small.

- ✓ **Be consistent when dealing with behaviour.** Children & young people expect and rely on this to help them learn and to feel safe and secure.
- ✓ **Restorative Justice.** A restorative approach will be used where appropriate. This is a formal extension of approach ‘fixing up’

Physical Restraint

Occasionally there are times when restraint may have to be used to keep a young person safe from themselves or to keep others safe. This should be used as a last resort and only by staff who are trained in this area.

Principles Relating to the Use of Physical Restraint:

- ✓ Every effort will be made to resolve the issue without resorting to physical restraint techniques.
- ✓ The child/young person should be personally at risk or in danger of harming others or of seriously damaging property and/or the child/young person should be seriously affecting the conduct of other children & young peoples.
- ✓ The child/young person should always be warned verbally that physical restraint will be used unless they stop their actions.
- ✓ Only the minimum force necessary to prevent harm should be applied.
- ✓ Every effort should be made to secure the presence of other staff before applying restraint. These staff should act as assistants and witnesses.
- ✓ As soon as it is safe, restraint should be gradually relaxed to allow the child/young person to regain self-control.
- ✓ Restraint should be an act of care and control, not punishment. The use of any method which is intended to induce pain or humiliation is totally unacceptable.
- ✓ Support for the member of staff concerned, should be offered by a member of the Management Committee (Designated trustees). It is very important to record and report immediately after the incident.

Weapons

CHEXS’ definition of a weapon is any object which can be used to threaten, fight, attack or to cause harm to another person or self.

The safer School/Setting/Home The police service has informed the staff at CHEXS that if; there is any suspicion that a children & young person is carrying a weapon, the police service is legally required and will immediately search the children & young people there and then (this applies to suspicion

of possession of illegal substances or stolen goods)

CHEXS is legally required to: inform the CHEXS Trustee if there is a suspicion of any illegal activity and will do so for the safety of everyone at CHEXS.

Children & young people who use or have a weapon (please refer to the definition above) can expect to be removed from the CHEXS programme.

CHEXS reserves the right to use fixed-term or permanent removal from the CHEXS programmes for serious breaches of expectations around behaviour.

Further advice and guidance relating to matters connected to behaviour can be found in CHEXS's-Safeguarding Policy and Preventing Radicalisation Policy.

APPENDIX A CHILDREN/YOUNG PEOPLE CONTRACT

CHEXS belongs to all of us; children & young people, volunteers, support staff, parents, and the local community. Everyone is of equal value.

The Children/Young People contract highlights the rules of CHEXS and hence the responsibility of every children/young person attending the CHEXS programmes.

CHEXS Contract

1. Arrive on time / return back on time
2. Everything is linked to safety
3. Treat OTHERS as you would like to be treated YOURSELF
4. Please ask Questions
5. Listen to instruction and act upon it
6. Respect other people's property and belongings
7. Support Each Other
8. NO Bad Language & Vandalism of any property
9. Work together as a team
10. Suggest how we can do it better
11. DO NOT be afraid to ask for help or guidance
12. Try to give 100% on tasks & activities given
13. Show respect for yourself and others
14. No inappropriate use of images / text on social media

APPENDIX B CAUTIONS

Children & young people receive cautions for intentionally and repeatedly breaking their child/young people contract.

Each time a child/young person receives 3 or more cautions in one day, parents/carers will be contacted on the day and a caution note will be sent back to school/setting and/or home outlining the behaviour for which the cautions were received (please see Appendix I for the process of dealing with escalating behaviour).

There are 3 levels of Cautions Notes (please see Appendix II for an example of a Caution Note).

<p>CN1</p> <p>If a child/young person has repeatedly broken their contract CAUTION NOTE 1 is given with copies sent to school/setting / parents and carers.</p>
<p>CN2</p> <p>If a child/young person repeatedly breaks their contract again then CAUTION NOTE 2 is given with copies sent to school/setting / parents and carers.</p>
<p>CN3</p> <p>At this meeting the child/young person will be asked to think about ways of avoiding similar incidents in the future. Child/young person will be required to re-sign this contract. A CAUTION NOTE 3 is given and a meeting is held at School/Setting ASAP.</p>
<p>CN4</p> <p>If a child/young person repeatedly breaks their contract following the meeting they will be removed from CHEXS Programme.</p>

FRESH START

All current Cautions will be wiped off if a child/young person goes two CHEXS sessions without getting another Caution Note. Thereafter all cautions are wiped off at the beginning of each half term.

APPENDIX C APPEALS

School/Setting, Parents/carers and children & young people have the right to appeal against any sanction applied by CHEXS. The Appeals Policy is contained in this policy. Copies are available from CHEXS Office Manager.

SENT HOME

In the case of a serious incident a child/young person will be either returned to School/Setting or Home after communication with CHEXS designated contacts.

If a child/young person is SENT BACK TO SCHOOL/SETTING and/or HOME they will be transported back if control measure allow. Otherwise School/Setting and/or Parent/Carer will have to come and collect the child / young person. Depending on the severity of the incident the child/young person may then return to the next timetabled activity after an informal meeting with an aim for them to resume their place.

MONITORING BEHAVIOUR

CHEXS monitors the behaviour of children & young people using daily progress sheets which are filled out by staff during activities.

Daily Progress Sheets are used to record what the child & young people have achieved in the activities. The progress sheet also reports on any inappropriate behaviour where a child / young person have made the wrong choice about how to conduct themselves.

Periodically a senior member of the CHEXS team will review the progress of every child/young person.

After each review if it is felt that a child/young person is not coping i.e. the Daily Progress Sheet shows they are consistently making wrong choices about their conduct and has received numerous Cautions; School/Setting parents/carers will be contacted. During this call CHEXS will ask School/Setting / parents/carers for their support with encouraging their child/young person to change their behaviour. If the child/young person continues to behave inappropriately hence continues to make wrong choices about their conduct and continues to receive Cautions, the child/young person will be removed from the CHEXS programme.

Please note:

It is expected that CHEXS is able to make contact with School/Setting parents/carers in cases of an emergency for support with encouraging good behaviour and to be notified that their child is being sent back to school/setting and/or home.



Please note: CHEXS Family Support Service is available to help any parent/carer with issues/concerns at home.

Should School/Setting parents/carers be unavailable CHEXS will call the emergency contact. If this person is unavailable, CHEXS will then make contact with any professionals who work with the Child/Young Person/family. In the event that none of the above can be contacted, CHEXS will make contact with Educational Welfare and where deemed necessary Children's Social Care

If CHEXS repeatedly cannot make contact with School/Setting parents/carers a meeting will be convened to explore ways of resolving this matter.

APPENDIX D STAFFS' PERSONAL SPACE

All members of the CHEXS community have the right to their personal space without it being invaded by another person.

If a Child/Young Person enters a member of staff's personal space, the adult will ask the Child/Young Person to step back and leave their personal space.

If the Child/Young Person refuses to leave the adult's personal space and there is no alternative action the adult has the right to use reasonable and proportionate force to remove the child/young person from their personal space.

If this happens, a CHEXS incident form will be completed by the member of staff and the school/setting/parents/carers will be informed at the end of the day by phone and a copy of the report will be made available.

DAMAGE TO CHEXS PROPERTY

CHEXS property/equipment is the responsibility of the children & young people as well as staff. All users of the property / equipment have the right to the use of the building and the equipment contained in it.

Parents/carers will be informed of any CHEXS property/equipment that their child damages. School/setting and/or parents/carers will be charged a percentage of the cost of repairing/replacing CHEXS property that costs £10 or more.

School/setting and/or parents/carers will be informed of the damage by phone at the end of the day and all charges made to children & young people' families will be invoiced by post.

APPENDIX E AGGRESSIVE AND THREATENING BEHAVIOUR

Aggression towards staff / others is unacceptable and will not be tolerated, as such all incidents of aggression will be dealt with by a senior leader.

Verbal Aggression

CHEXS considers verbal aggression to be all profane language directed at any member of staff/others.

If a child/young person is verbally aggressive to a member of staff they will be expected to fix-up with the offended member of staff/other immediately.

If the child/young person refuses to fix-up with offended person, they will be removed from the activity for the rest of the day.

The child/young person will be expected to meet CHEXS, accompanied by their school / Setting and/or parent/carer for a re-integration meeting with a senior leader and the offended member of staff/other. During this meeting, the child/young person is expected to fix-up with the offended member of staff. If the child/young person refuses to fix-up, they will be removed from the CHEXS programme.

Verbal Threats and Threatening Behaviour

If a child/young person is threatening towards a member of staff, they will be removed from the CHEXS activity for that day.

The child/young person will be expected to meet CHEXS on an agreed date accompanied by their School / Setting and/or parent/carer for a re-integration meeting with a senior leader and the offended member of staff. During this meeting the Child/Young Person is expected to fix-up with the offended member of staff. If the Child/Young Person refuses to fix-up, they will be removed from the CHEXS programme.

If a child/young person becomes threatening again, towards the same or another member of staff, they will be permanently removed from the CHEXS programme.

Physical Aggression

Any child/young person who is physically aggressive towards a member of staff/other the following procedures will be implemented:

The Child/Young Person will be expected to meet CHEXS on an agreed date

accompanied by their school / setting and/or parent/carer for a review meeting with a senior leader and the offended member of staff. During this meeting the child/young person is expected to fix-up with the offended member of staff. If the child/young person refuses to fix-up, they will be removed from the CHEXS programme.

If a child/young person becomes threatening again towards the same member of staff or others they will be permanently removed from the CHEXS programme.

If a child/young person becomes aggressive towards the same or another member of staff they will be excluded immediately and the above process will be followed. However, on the second occasion CHEXS will inform the police of the child/young person's if a physical assault has occurred.

NB: Members of staff reserve the right to go to the police and report any physically aggressive behaviour they have experienced from a child/young person without consent from CHEXS.

WEAPONS

The CHEXS definition of a weapon: any object used to threaten, fight, attack or cause harm to another person or self.

Under the Violent Crime Reduction Act 2006, staff have powers to **search children & young peoples** for knives and offensive weapons without the children & young people's consent.

The legislation states:

Members of staff can search a child/young person or their possessions if they suspect the Child/Young Person may be carrying an offensive weapon

The search should be carried out by someone authorised by the CEO

A child/young person's possessions may only be searched in his or her presence and in the presence of an additional person over the age of 18

Both adults must be the same sex as the child/young person; strip searches are not permitted.

If there is any suspicion that a children & young person is carrying a weapon, CHEXS is legally required to make contact with the police asking for their assistance. The police will immediately search the child/young person on their arrival (this also applies to suspicion of possession of illegal substances or stolen goods).

CHEXS is legally required to inform the police if there is a suspicion of any illegal activity and will do so for the safety of everyone at CHEXS.

Children & young people who use or have a weapon (please refer to the definition above) can expect to be excluded in consideration of everyone's safety.

INCIDENTS INVOLVING DRUGS

CHEXS defines a drug incident as:

- ❖ Dealing with suspicion, rumour or a disclosure about drugs
- ❖ Finding drugs or drug paraphernalia on CHEXS premises
- ❖ Possession or supplying of unauthorised drugs on CHEXS premises
- ❖ Someone under the influence of drugs or alcohol on CHEXS premises

Responses

Responses to a drug related situation will be decided by Senior Leadership who will consider number of factors such as;

- ❖ the child/young person's response
- ❖ whether it is a one off incident or longer term situation
- ❖ the drug involved
- ❖ the child/young person's motivation
- ❖ how the drug was being used in relation to the safety of the other children & young people and others
- ❖ knowledge of the children & young people and their home circumstances
- ❖ if supplying
- ❖ other people involved and whether the Child/Young Person understands CHEXS policy

After due consideration and consultation the response may be one or a few of the following:

- ❖ monitoring the situation
- ❖ additional support, advice or education
- ❖ referral to specialist agencies
- ❖ counselling
- ❖ behaviour support plan
- ❖ pastoral support programme
- ❖ withdrawal from activities
- ❖ case conferences
- ❖ removal from the CHEXS programme
- ❖ informing the police
- ❖ community service

Conducting Searches

No one can conduct a personal search, including outer clothing and inside pockets. However, an individual can be asked to hand over any drugs or drug paraphernalia in the presence of a second adult.

If CHEXS wish to conduct a search then they will inform the police who can conduct a personal search if they believe that a crime has taken place, or to prevent harm to an individual or others. The School/Setting and/or parent/carer is to be informed and asked to attend, unless there is a child protection issue. child & young people' belongings i.e. bag can be searched with the child/young person's consent although in circumstances where the child/young person refuses, the decision to search can be taken by senior leadership. School/Setting and/or parents/carers are to be informed of searches as soon as possible.

Finding a substance on a person

Alcohol, tobacco and unauthorised medicines brought into CHEXS by child & young person will be stored and then given to parents/carers unless it would jeopardise the safety of the child/young person concerned. If the substance is illegal, then the police are called to dispose of it. (The law does not require CHEXS to divulge the name of the child/young person from whom the drug was taken).

The parent/carer will be informed and asked to attend CHEXS meeting, unless this would jeopardise the safety of the child/young Person. The child/young person will be removed from the CHEXS programme whilst an investigation takes place.

Should CHEXS staff suspect a child/young person of being in possession of drugs which cannot be found during a search; school / setting and/or parents/carers will be informed, the young person will be removed from the CHEXS activity, and the police contacted with a request that the young person is searched off site.

Dealing with someone under the influence

When dealing with someone under the influence of drugs or alcohol the same procedure should be taken as when dealing with an ill person. Health and safety procedures must be followed so that the person is safe, not left alone and free from harm. The Police will also be informed.

APPENDIX F - USE OF PHYSICAL RESTRAINT

Section 550A of the Education Act 1996 and the subsequent Circular 10/98 clarified the powers of instructors and other staff to use reasonable force to prevent children & young person committing a crime; causing personal injury to himself or others; damage to property or causing disruption. By virtue of this advice, school/settings are required to have a policy about the use of force to control or restrain children & young people.

It is important to set the physical control of children & young people in context. The vast majority of children & young people attending CHEXS behave well and conduct themselves in such a manner as to bring credit to themselves, their parents and their colleagues. However, a small number of children & young people may not meet the standards of behaviour CHEXS expect of them and will challenge and break CHEXS's codes of conduct, expectations, rules and routines. Hence it is recognised that there are circumstances in which physical control may have to be used.

Rationale

It is essential that the physical management of children & young people: is part of a whole School/Setting behaviour policy; seeks to ensure the safety of other children & young people and staff; is seen as a very rare occurrence and is not used to discipline or punish children

Legal Position

Section 550A of the Education Act 1996 sets out the powers which instructors and other staff have to use reasonable minimum force to physically control children & young people, and came into force 1st September 1998. Section 550A allows those instructors and other members of staff who are authorised by the Head of CHEXS to use such force as is seen as being 'reasonable' to prevent children & young people from:

- ❖ committing a criminal offence (including behaving in a way that would be an offence if the child/young person were not under the age of criminal responsibility)
- ❖ injuring themselves
- ❖ causing damage to property (including the child/young Person's own property)
- ❖ engaging in any behaviour prejudicial to maintaining good order and discipline at CHEXS or among any of its children & young people.

Examples of the above may include:

- ❖ a child/young person attacking a member of staff

- ❖ children & young people fighting
- ❖ a child/young person engaged in, or about to commit deliberate vandalism
- ❖ children & young people behaviour/conduct is causing risking or injury to themselves or others

There is no legal definition of 'reasonable force'. Accordingly, it is not possible to set out comprehensively when it is reasonable to use force or the degree of force that may be used.

There are some relevant considerations however:

- ❖ The use of any degree of force is unlawful unless its use is warranted by circumstances
- ❖ The degree of force used, must be in proportion to the incident and the behaviour it is attempting to control
- ❖ The degree of force used should be the minimum needed, but maximum force may be reasonable in some circumstances
- ❖ The age, understanding and the sex of the child should be taken into account when determining the degree of force to be used
- ❖ Force which might cause injury should only be used in the most exceptional circumstances

Prevention

Physical restraint should be seen as the final resort in re-establishing control with a child/young person and should occur rarely. Defusing and de-escalating strategies are the first priorities. Even at apparently late stages in the de-escalation of some incidents, it is possible for the right intervention to reduce the scale of an incident. Staff must endeavour, and would be expected to use the strategies that will promote such response.

Physical Control

Actions which are acceptable include:

- ❖ The issuing of one or more verbal warnings prior to restraint
- ❖ The removal of on lookers who are not critical to the process
- ❖ Attempts to maintain the dignity of the Child/Young Person during and after being restrained
- ❖ Holding the body, where essential, by the arms being held against the side of the body
- ❖ Consistently reminding the Child/Young Person that if he/she regains

- control the restraint will be released
- ❖ Restraint on the floor, if this is the safest place for the Child/Young Person
- ❖ Restraining hold on the legs, shoulders and arms

At the conclusion of each incident the children & young people should be offered the opportunity to talk through the incident as soon as possible.

APPENDIX I - CHEXS CAUTION NOTE 1

Date: _____

Dear _____,

You have been given a Caution Note for the following:

If you do **not** receive another Caution Note in next 2 sessions, this will be removed and you will have a clean sheet.

Yours sincerely,

APPENDIX II: CHEXS Parental Consent (OV7)



FORM OV 7A

EVENT-SPECIFIC PARENTAL CONSENT FORM

(This form should be amended as required to make it best fit for each specific event or purpose for which it is to be used.)

Establishment: CHEXS

Referred by:

To be completed by visit leader/organiser

Visit:		
Visit Leader:		
Date of Visit:	From:	To:
Is a photograph of participant required:		Yes / No

To be completed by person with parental responsibility for the child/young person.

PLEASE USE BLOCK CAPITALS

Child/Young Persons Full Name:	Date of Birth:
Ethnicity (Optional) :	Passport No. (required Y/N)
Does the above person:	
• Have a medical condition requiring medical treatment or medication?	Y/N
• Have an allergy to certain medications?	Y/N
• Is s/he able to administer her/his own medication?	Y/N
Please give details of medical condition/treatments or allergies to medications below:	
Has s/he received a tetanus injection in the last 5 years?	
Y/N	
Date of last tetanus injection?	
Has s/he been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may become contagious or infectious?	
Y/N	
If yes, give details:	
Does s/he have any special dietary requirements?	
Y/N	
If yes, give details:	
I wish to draw the following to the visit leader's attention (e.g. allergies, phobias, travel sickness, toileting difficulties, sleep walking, recent operations or treatments, other conditions which may affect fitness to participate in certain activities):	

Swimming Ability *

I confirm that _____ is / is not* water confident and able to swim 25 metres.

* Delete as applicable

Equipment Size Requirements

Clothing (Please circle) S M L XL

HOME AND EMERGENCY CONTACT INFORMATION

(Must be contactable for the duration of the visit / activity)

	MAIN	ALTERNATIVE
Name:		
DOB		
Relationship:		
Address:		
Telephone Numbers:	Day	
	Evening:	
Email		

FAMILY DOCTOR DETAILS

Name:
Address:

Telephone Numbers:
Child / Young Person's NHS number (if known)

Declaration by person with parental responsibility for the child/young person.

- I have received and fully understood the details of the proposed visit/activity
- I am satisfied that all reasonable care will be taken for the safety of those participating and that adequate staffing and safety measures have been arranged
- I understand the extent and limitation of the insurance cover provided
- I agree that (full name of child/young person) _____
 - can participate in the visit and activities described
 - can be transported in the private vehicles of staff/volunteers supervising the visit where necessary
 - is in good health and fit to participate in the activities described
 - can receive medical treatment as necessary
- I undertake to inform the group leader of any change in medical circumstances prior to the activity date
- I acknowledge the need for the person named above to behave responsibly and agree to the establishment's procedures in this respect. In the event that their behaviour is not acceptable, I acknowledge that it is my responsibility to make arrangements for them to be collected and cover any associated costs.
- I understand that information given will be stored on the CHEXS, MIND & CAB database. Also the Hertfordshire County Council Children's Services Families First – Early Help Module (EHM)



<p>Permission for use of images of participants (optional). I do / do not* (<i>*delete as applicable</i>) give my permission for photographs and/or videos to be taken of my child for use in CHEXS educational or youth work promotional materials and displays when required. These images may appear in our printed publications and publicity materials, on our website, Facebook, twitter or ALL, with or without using their name.</p>	
Signed:	Name in Capitals:
Relationship	Date:
Where required, has a passport sized photograph been attached / provided	Yes / No / Not required

**The information on this form should be retained by the establishment's emergency contact.
A copy may be taken by the visit leader on visits outside the UK.**

APPENDIX III: CHEXS Individual risk assessment (OV5)



FORM OV 5 (CSF4256)
INDIVIDUAL RISK ASSESSMENT



Establishment: CHEXS
Project / Visit:

Name of Individual:	
Date of Birth:	

1. **Risk to self** (Please describe potential risky behaviours, vulnerabilities, or other characteristics as specifically as possible)

--

2. Circumstances, situations, triggers which are likely to increase risk to self:

--

3. Detail action necessary/strategies required to minimise risk to self:

Signed:	Name	Date:

(This page is intentionally blank)