

# SAFEGUARDING POLICY

September 2019

National Minimum Standards STD 6 2015, Safety of Children STD 11 child protection

Keeping children Safe in Education September 2019 DFE

The Prevent Duty June 2015 DFE

**If you are unsure about any content of this policy, please speak to Stuart Edwards for clarification.**

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## School Statement

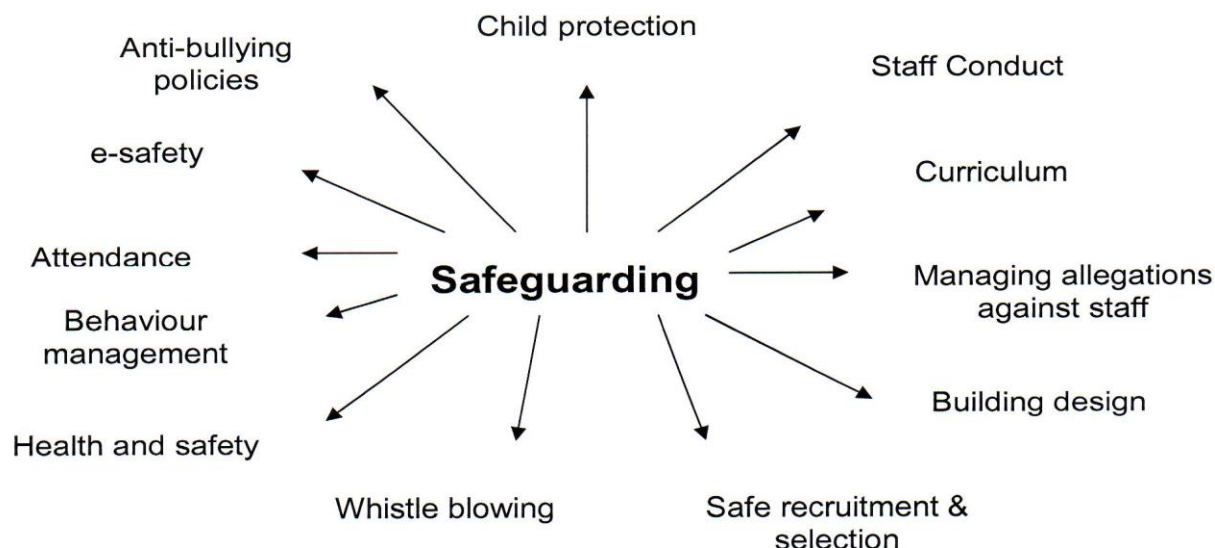
Breckenbrough School is committed to safeguarding and promoting the welfare of all its pupils. We recognise that the pupil's special needs diagnosis can make them vulnerable in certain situations and that they will need support mechanisms around them to ensure their safety. The following areas are how the school provides the safeguarding element for the pupils. The school works toward meeting the Every Child Matters criteria of ensuring that the pupils are safe and stay safe.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18. For our students who are over the age of 18 and therefore adults we follow the North Yorkshire guidance on protecting vulnerable adults which uses the same customer service centre contact as the child protection team, 01609 780780



### First Aid NMS 3.6 2015

- The school has within its staff team people trained as appointed persons and full first aiders by our own in house trainer. This is to ensure that first aid can be administered on a 24-hour basis if required by the pupils or staff team.
- The school has ten first aid kits which are checked and re stocked on a termly basis in the residential and academic parts of the main building. Separate buildings have their own provision and staff are aware of this.
- Administration of First aid to students will be logged on Schoolpod
- If a child has suffered an accident, then this must be recorded on the appropriate accident form and presented to the Health and Safety manager. The child’s parents and or carers will also be informed. The schools Health and Safety manager will inform RIDDOR if it is required.

### Child Protection

Breckenbrough School has a very robust Child Protection Policy that is reviewed annually by the DSL and that is read and signed up to by all staff as part of their induction. The child protection policy as from November 2018 has been adopted from NYCC with key contacts and information about Breckenbrough School added as required. The school is aware of the directive of the 1989 Children Act which instructs that the Child’s welfare is paramount above all other considerations at any time.

The policy clearly states the duty imposed on all staff to report any suspicion they have of the child being exposed to any form of abuse.

The School’s designated senior lead [DSL] is Stuart Edwards the Head of Social Education [SocEd], supported and covered in his absence by Geoff Seaton [Deputy DSL]. The DSL and the deputy attend training supplied by the LSCB and other providers such as NASS to ensure they are current with national and local policy requirements in association with “Working Together 2018” and “Keeping Children Safe in Education 2019”

The school has an excellent working relationship with the local Hambleton and Richmonshire Safeguarding Children Team who are consulted for advice on procedures and policy updates. All up to date information is taken from North Yorkshire LSCB website <http://www.safeguardingchildren.co.uk/> which describes inter agency procedures for

effective safeguarding and The National Association of Special Schools [NASS]. Staff are advised to consult this website for up to date information and advice.

### **The Prevent Duty Preventing Radicalisation KCSIE 2019, pg 85**

*“In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ and childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.”*

The Prevent Duty June 2015 DFE

### **Prevent KCSIE 2019**

The school is also advised by the LSCB on the Prevent strategy and up to date information can be found at <http://www.safeguardingchildren.co.uk/news.html/69>

All staff undertake Prevent / Channel training as part of their induction (longer serving members of staff have received up to date training at the start of the new term 2015), more information can be found at [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

Breckenbrough School recognises that it is situated in a very rural setting but its cohort of students are drawn from very differing areas and backgrounds. We must as a staff team be vigilant in listening to the boys and reporting any concerns that they may be gathering information and taking viewpoints that could be considered as the first steps to potential radicalisation.

The school student’s safety plans have been updated as from September 2015 with a risk assessment of the potential for a student to be susceptible to radicalisation. We must be aware of the boys home situation and information from parents shared with us if they have any concerns of their children been drawn to people potentially via social media who are looking to interest students into discussion on radicalisation.

If the school has any concerns we would notify North Yorkshire Police service

<http://www.northyorkshire.police.uk/14668> and contact via the direct line the prevent team 0800 789 321. The Hambleton area prevent lead is a Sharon Britton 01609 536468.

### **The curriculum supporting safeguarding**

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in Personal, Social, Health and Citizenship Education, where relevant issues are discussed with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and reflect upon these issues. The child protection policy has a series of links to NYLSCB resources recommended for PHRSE delivery in school. The child protection policy includes a section detailing the schools PHRSE delivery as from January 2019.

### **Non-attendance of children at school**

In the morning the register is taken; the staff team are asked if all boarders are within school any boys who are unaccounted for - enquiries are made to their parents/carers by the school receptionist. If attendance were a problem the school would seek to support the parents and potentially involve outside agencies. The school follows North Yorkshires LSCB protocol on children missing from Home and Care should the need arise. The school has

formed an effective partnership with the local police to advise and work closely with children who may go off site without permission and inform the schools risk assessment process. The police are aware of the special needs of the school pupils and we always ensure that we provide a good level of information regarding the boys specific needs and how they prefer to be communicated with.

### **Visitors to school**

All visitors to the school are encouraged by the signage to enter the school via the front door, and, having rung the bell for attention, are permitted entry (door on an entry lock system) by the receptionist into The Reception. All visitors are obliged to use the automated school visitor system and are issued with a visitor's label showing their picture and name for the duration of their visit. If the visitor is from a professional agency they are asked for confirmation of identification. All visitors are asked to wait in the reception area until the person they have come to see is available. All visitors sign out on leaving again on the automated visitors system.

### **Partnerships with parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Parents are informed in the School Child Protection Policy which is on the school website of all agencies they can contact if they have any concerns about the welfare of a child.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. The school uses a number of opportunities to share information with parents ranging from pupils reviews, parent's evenings, school functions, holiday reports, end of term news letter and a programme of school home visits by different staff as well as sharing the new TSP and ILSA assessment tools that form part of the Tracking Social Progress Tool [TSP]. Staff are encouraged through their roles as mentors and keyworkers to maintain a good level of contact with parents via phone / e-mail and letters as appropriate. *The parents are welcome to view their son's celebration file at any time and are encouraged to advise keyworkers as to potential targets for TSP that will work at home and in school.*

### **The importance of agency partnerships**

The school recognises the need to work with all agencies that are directly linked to the school or are approached when a specific need arrives for a child. Wherever possible the school will take a proactive role in meeting the needs of a child from a holistic perspective which may involve more than one external agency. The partnerships that have been formed with Social Care and the Police have been beneficial to informing the pupils of the roles of these agencies and the support they can offer. The police in particular have appreciated the school being part of their training resource for interviewing, and working alongside, children with Special Education Needs.

### **The role of the Independent Listener**

Breckenbrough School has appointed Siobhan Gifford in the role of Independent listener. Her role has been explained to the boys at school assemblies and is covered in the pupil Safeguarding induction checklist. The boys have been made aware of the different contact methods available to reach her. Posters displaying this information and other independent agencies that provide a listening, help and support service for the boys are displayed around the school. The boys have been encouraged to add agencies to it from their own geographic areas.

## **Psychologist's role within the school**

The psychologist's role reflects current models of inclusive and collaborative practise which have evolved to meet pupil's needs in an education context. It explores and delivers the provisions of appropriate psychological interventions within national professional guidelines and service standards as supported by the Health Professions Council and British Psychological Society. For therapy input to remain effective it must be embedded in everyday activities and situations experienced by the pupil. When school based input is recommended this is then discussed and negotiated with parents/guardians/carers, school staff and other appropriate professionals according to the needs of the child. The model supports a close working relationship with appropriate professionals and the pupil's eco-system to ensure that the outcome of input carried out in school is shared with parents, either in person, by telephone or by sending written information. The psychologist makes a contribution to statutory work by attending pupil's annual reviews with the provision of a report for pupils involved in therapy.

## **The Health and Safety policy**

The school has a health and safety policy. A copy of this policy can be viewed on the DFS. Any concerns from staff are reported to the Systems Manager, who will meet with the site supervisor and carry out an initial examination, assessing what remedial action needs to take place.

Fire drills take place to practice efficient evacuation from the buildings and the records of these are kept in the school office in the appropriate file. The school conducts an annual Fire Risk Assessment.

There is also a critical incidents plan that details what staff and parents should do in the case of emergencies.

Risk Assessment are undertaken for activities, visits and trips. The school is supported in all matters of Health and Safety by PIB Risk Management, by FCMS and Assured Fire for our fire safety and by Aquatrust in relationship to Legionella safety.

## **Safety of the site**

The school maintenance manager lives on the premises and is available for the majority of the time. In his absence in term time the position is covered to ensure a quick response to physical repairs across the premises.

All visitors have to report to the reception through the school front door and sign in. They are met at this point by the member of staff they are due to meet.

There is a procedure for informing the school of staff leaving the building with or without children and the destination and duration of the trip. Risk assessments are always completed for any event involving the children. If a child is reported missing from school or trip procedures will be followed but we prefer not to wait three hours before taking action to ensure one of the pupils is safe. Unless specifically requested not to by the police or social care we will always talk to the Childs parents/carers to promote a quick link to the child. The school follows the guidance in Hambleton and Richmondshire Runaway and Missing from Home and Care protocol when such an event happens.

## **Safer recruitment and selection**

The school pays full regard to current DFE guidance in KCSIE September 2019. 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 including, for example, volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and

physical capacity for the job. It also includes undertaking interviews and, where appropriate, Qualified Teacher Status, Permission to work in the UK and Disclosure and Barring checks (DBS), Prohibited checks (if applicable).

In line with statutory changes, underpinned by regulations, the following will apply:

- An enhanced DBS Disclosure is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll, and clearance received prior to commencing employment.
- Relevant staff are checked on the barred list as appropriate
- If appropriate staff are checked on the prohibited list
- This school is committed to keep an up to date single central record detailing a range of checks carried out on our staff, this indicates that we have had sight of the original DBS certificate.
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- Identity checks must be carried out on all appointments to our school workforce and agency staff before the appointment or tenure is made.
- Employment history is checked along with professional references taken up and verified

### **Computer/internet safety**

The school currently addresses the use of computers and internet safety using the following methods.

#### **AUP – Acceptable use policy**

- All users of the schools ICT resources must comply with the schools current AUP which they are made aware of and is available on request.

#### **Internet Access Monitoring**

- The school's internet is passed through a separate firewall/UTM device that filters and secures access to set subject type website categories and global blacklisted websites, in addition to added individual security policies and website restrictions.

#### **Smoothwall – On screen violation/word/phrase monitoring**

- In addition to monitoring access to network resources and internet access, the school also uses an onscreen monitoring application called Smoothwall. This is an installed service that records the screen by taking a snapshot upon reading set and adaptable violations such as common phrases, words and slang language either typed by the user or present on the screen, such as social websites, email and Internet websites and personal correspondence.

- This is particularly effective for monitoring cyber bullying due to the flexibility, effectiveness and speed of the service.

### **Cyber Bullying**

- The school has a CEOP ambassador [position vacant at Sept 2019, Safeguarding Sip] and information from a number of external agencies and is aware of the rise of Cyber bullying and the effects that it has when used both in and out of school. The school has used its links with the local police force to discuss with the boys at assembly the legal positions of sending abusive or threatening messages in electronic format. The school has asked parents to consider the type of contract they acquire for their child's phone as to what access to the internet this provides for them pointing out how irresponsible use can lead to bullying issues. If Cyber bullying is detected the school will discuss this with the child's parents to ensure that they are aware of the issue and working in partnership with the school to remove the practice in that instance.

### **Safeguarding from the child's perspective**

The children are aware that Breckenbrough School has a system of reporting and dealing with all matters that are related to child protection. The children are made aware through their safeguarding induction that they can talk to any member of the staff team in any department to meet any need they have. In the pupil's admission pack advice is sought from parents and carers as to the level of stranger danger they feel the child has which is factored into risk assessments.

Children are informed as to which areas of the school grounds they are allowed to use which ensures that staff have sight of them.

The school informs the pupils of a number of resources for them to access e.g. Childline, the school's own Independent Listener. Information on all agencies to contact for the children is displayed around the building. As part of the school mentoring provision the pupils fill in an anti bullying form, the purpose of which is to identify if they themselves are participating in bullying, or are the recipient of it. We have always encouraged our pupils to talk to us about all matters concerning their life at the school. We look to include them in potential developments of their residential settings as we know any changes will have a big impact upon them it's important that they have an ownership of changes that need to be made. The voice of the children we care for has and always will be important to the development of the staff team and the environment we all share.

### **Use of pupil's photographs**

The school always requires parental permission forms for any pupil's photo to be used on any material. This includes putting any photo on the internet via the school website. The school provides annual photos for parents using professional school photography companies.

### **Whistle-blowing**

Any member of staff or visitor to the school who has concerns about people working with children and their suitability, whether they work in a paid or unpaid capacity has a responsibility to follow the LSCB Managing Allegations Against People who work with Children Procedures. The Local Authority Designated Officer (DO) who is Dave Peat (01609 535646) or Karen Lewis [01609 534200] should be contacted and informed of the concerns, there is also a duty LADO 01609 532477. All concerns reported will be appropriately recorded and information treated according to the school confidentiality policy. For any complaints about the Head Teacher the Chair of Governors should be contacted directly.

**After Care Provision – Beyond Breckenbrough** (separate charity)

The school has a separate charity whose role it is to supply a nominated After Care Officer. This person is the first point of contact for any old boys of any age. The After Care Officer is proactive in talking to old boys and targeting specific ex pupils that have been identified as requiring additional support to ensure they have a smooth transition into college/working environments. The After Care Officer reports to the allocated committee which feeds into the termly board meeting. This role supports the safeguarding of all ex pupils as it can be an early identification of the need for a multi agency meeting to assist an ex pupil. This part of the schools delivery is mindful of the “early help” directive from WT 2015 pg. 13.

<b>Responsibility for review Date</b>	Person Responsible for updating and review	Next scheduled review
26.01.2012	Stuart Edwards – Head of Care	Annually

<b>Completed Reviews</b>	Name	Date of Ratification and by whom
<b>Reviewing Schedule Date</b>		
20.03.2014	Stuart Edwards – Head of Care	
28.03.2014	Stuart Edwards – Head of Care	Ready for board meeting 21 May 2014
04.06.2014	Stuart Edwards – Head of Care	Ready for E&C 03.10.2014 Ratified 14.11.14
12.11.2015	Stuart Edwards – Head of Care	Ready for board meeting 13.11.15
09.09.2016	Stuart Edwards- Head of SocEd	Ready for board meeting 18.03.16
24.01.2018	Stuart Edwards – Head of Social Education	Ready for board meeting 02.03.18
01.05.2019	Stuart Edwards-Head of Social Education	Ready for board meeting 14.06.2019
01.09.2019	Stuart Edwards-Head of Social Education	Suggest for ratification by full board 15.11.2019



