



Lode Heath School

Name of Policy	Safeguarding Policy
Lead	Mr Nicholas Burke
Governor Committee	BSII Committee
Date Last Reviewed	October 2020
Review Frequency	Annual
Annual Review Date	October 2021

Lode Heath School

Safeguarding Policy Statement

- This policy sets out how the governing body of Lode Heath School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent education provisions, academies and post-16 providers.
- The safeguarding policy applies to all staff (teaching and non-teaching), governors, volunteers, temporary and supply staff working in the education provision.
- This policy will be reviewed annually by the governing body and is in line with the requirements of Working Together to Safeguard Children (DfE, July 2018), Keeping Children Safe In Education (DfE, September 2020), Inspecting safeguarding in early years, education and skills settings Ofsted document (September 2020).
- This policy is made available to parents via the school website

Safeguarding Policy ratified by governing body of Lode Heath School on 22.10.2020

Governors' Committee Responsible: **BSII Committee**

Governor Lead **Mr Patrick Ryan**

Nominated lead member of staff **Mr Nicholas burke**

Status and Review Cycle Statutory Annual

Next review date: October 2021

Chair of Governors: **Mr Malcolm Allsopp**

Safeguarding Governor: **Mr Patrick Ryan**

Education provision: Lode Heath School

LODE HEATH SCHOOL

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this education provision. (For some special education provisions this age range goes beyond 18). All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

Policy Statement:

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our students is our paramount concern. Our school is a community and we all (staff, governors, parents, families and students) have an essential role to play in making it safe and secure. This includes maintaining an attitude of "it could happen here" where safeguarding is concerned.

We make every effort to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, able to talk and believe they are being listened to.

Aims:

To identify key roles and responsibilities for all staff in relation to safeguarding, and emphasise the need for good levels of communication between all members of staff.(including child protection lead, behaviour lead, attendance lead and special educational needs co-ordinator)

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities and clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the school and links with other relevant policies to safeguard the general welfare of children; (including managing allegations and safer recruitment). This includes appropriate work around safeguarding in the curriculum.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the education provision prospectus. This policy is made available to parents on request and published on the education provider name website <https://www.lodeheathschool.co.uk/policies>

Leadership and Management of Safeguarding

Governing Body

The Governing body is responsible for:

- Ensuring there is a nominated safeguarding governor.
- Liaising with the Associate Headteacher and/or designated staff over safeguarding matters. This is a strategic role rather than operational; governors will not be involved in concerns about individual students.
- Supporting the Associate Headteacher and staff (such as the DSL) in their role by ensuring the allocation of funding and resource is sufficient to meet the current safeguarding activity, through a safeguarding action plan.
- Ensuring school leaders report to the governing body at least annually. This should include feedback on self-evaluation activity and the local authority annual review of safeguarding.
- Ensure the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- Ensure the governing body receive safeguarding training, and the safeguarding governor attends appropriate training in order to guide governors on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the education provision's safeguarding arrangements.
- Ensuring the school has effective safeguarding policies and procedures in place, including a child protection policy and a staff behaviour policy.
- Ensuring that training is undertaken at the required frequency by all staff and governors.
- Ensuring the school has a broad and balanced curriculum that incorporates safeguarding.
- Ensuring the school complies with relevant legislation and local guidance around safeguarding.
- Ensuring that there are clear lines of accountability within the school's leadership for safeguarding.
- There is a nominated governor (ideally the Chair), who will act as case manager for dealing with allegations of abuse against the Associate Headteacher, the principal or proprietor or member of the governing body of an independent school. In the event of allegations of abuse being made against the Associate Headteacher and/or where the Associate Headteacher is the sole proprietor of an independent school, allegations should be reported to the local authority designated officer (LADO) within one day (see managing allegations policy).
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

Specific Safeguarding Roles in School

The nominated safeguarding governor is: Mr Patrick Ryan. He is responsible for safeguarding and to champion good practice; to liaise with the head teacher and to provide information and reports to the governing body.

The lead Designated Safeguarding Lead for Child Protection is Mr Nicholas Burke and is a member of the Senior Leadership Team.

The Associate Headteacher Ms Laura Suddon leads on safer recruitment work. (In the event of the recruitment of a Associate Headteacher, governors will lead the recruitment.)

The Educational Advice and Support to Educational Establishments (**EASEE**) lead is **Mr Gareth Davies**

The **case manager for dealing with allegations of abuse made against school staff members** is the head teacher and should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **case manager for dealing with allegations against the Associate Headteacher is Mr Damian Burgess** the Executive Associate Headteacher, who should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **designated teacher for Looked After Children** is **Mr Amer Mohammed** and will liaise with the DSL as appropriate.

The **Personal, Social and Health Education** lead is **Mr Matt Hickman**

The **Medicines in school** lead is **Miss Catherine Gordon**

The **First Aid** lead is **Miss Catherine Gordon**

The **Online safety** lead is **Mr Nicholas Burke**

The **Preventing radicalisation** lead is **Mr Gareth Davies**

The **Behaviour and anti-bullying** lead is **Mr Nicholas Burke**

The **Equality and Diversity** lead is **Ms Laura Suddon**

The **Health and Safety** lead is **Mr Alex Smith**

The **Environmental Health** (particularly food hygiene) lead is **Mr Alex Smith**

The **Educational Visits** lead is **Mr Gareth Davies**

The **Attendance** lead is **Mr Nicholas Burke**

The **Whistleblowing** lead is **Ms Laura Suddon**

Our **local police community support officer** (PCSO) is PCSO 31560 Nicky Hendy and can be contacted on 101 891 6081

In the event of an emergency, please dial 999 immediately.

Responsibility and Accountability

The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice.

All staff members, governors, volunteers and external providers:

- Are subject to Safer Recruitment processes and checks in relation to their role in the education provision.
- Are expected to behave in accordance with the code of employee conduct and act on any breach of the code of employee conduct or any concern about a member of staff or volunteer.
- Should know how to recognise, respond and take appropriate and timely action to a safeguarding concern.

The *Teacher Standards 2012* state that teachers, including Associate Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff:

- Have a responsibility to provide a safe environment in which children can learn.
- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- All staff then have a responsibility to take appropriate action, working with other services as needed.

Staff Induction, Training and Development

All staff, including new members of staff and volunteers are given appropriate safeguarding training and induction that includes basic child protection training and health and safety training, familiarisation with the suite of safeguarding policies including the child protection policy, staff code of employee conduct, chapter one of keeping Children Safe In Education (DfE September 2020). This training and induction is proportionate to their role and responsibilities.

Safeguarding in the School Curriculum

As a school we will educate and encourage students to keep safe through the provision of a broad and balanced curriculum which includes a safeguarding curriculum. The curriculum and in particular the personal, social and health and economic education (PSHE) strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in students, developing preventative strategies to ensure their own protection and that of others whilst promoting fundamental British Values. Opportunities are provided for students to develop the knowledge, skills and strategies they need to recognise when they are at risk and how to get help when they need it to stay safe from abuse. For example: assessing risk, positive self-esteem, emotional literacy, assertiveness, and understanding of healthy relationships, sex and relationships education (including consent), e-safety, preventing radicalisation, female genital mutilation, child sexual exploitation and anti-bullying. This should also include more broader work around safety including life skills such as hygiene routines and practices, road safety and independent travel. Clear advice and guidance

is built into the curriculum to ensure that students understand that there are a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Supporting Staff Working in Difficult Situations

We recognise that staff working in the school who have become involved with a safeguarding issue may find this stressful and upsetting. By ensuring clear management oversight of work by senior leaders, we will ensure staff receive appropriate support in relation to their work.

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

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

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

Suite of Safeguarding Policies and Procedures

Legal Clarification

Where the education provider requires legal advice, for example, in a private family law case a school may be asked to provide information or report in the context of court proceedings. In this case advice should be sought from legal services. The Solihull MBC duty legal team can be contacted by email on legalsocialcare@solihull.gov.uk. If there request for legal advice is pressing or urgent, please contact the duty solicitor on 0121 704 6002/6003. There may be a charge for this service.

Equality and Diversity

Our equality and diversity policy emphasises our inclusive approach and sets clear expectations around equality and diversity.

We are committed to promoting equality of opportunity for every student and equality of access to learning through a curriculum that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation, and any other form of discrimination, whilst raising awareness of these. This is reflected in:

- The organisation of learning
- Our curriculum
- Our approach to teaching and learning
- How we treat each other, including how we manage behaviour

This commitment is in accordance with the Equality Act 2010 which offers legal protection based on a number of characteristics. These protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantage because of other characteristics and factors (including political beliefs, trade union status, criminal record, employment status, social class, home address, culture, language, HIV status, or responsibility for dependents) and will work to minimise discrimination on these basis.

Available on request

Behaviour and Anti-Bullying

All staff are familiar with our behaviour and anti-bullying policy. This is issued at induction and revisited periodically. Our behaviour and anti-bullying policies provide clear guidance to staff, students and parents on rewarding positive behaviour and the use of sanctions for inappropriate behaviour.

<https://www.lodeheathschool.co.uk/policies>

Child Protection

Our separate child protection policy sets out the education provision's approach to dealing with any child protection concerns. It includes specific safeguarding issues including sexual violence and sexual harassment, contextual safeguarding, children missing from education (which includes attendance), child sexual exploitation, honour based violence (including female genital mutilation and forced marriage), preventing radicalisation, domestic abuse, substance misuse (drugs and alcohol), radicalisation and extremism, gangs, serious violence including youth violence (including knife crime) and peer on peer abuse.

<https://www.lodeheathschool.co.uk/policies>

Relationships and Sex Education

Our Relationships and Sex Education policy outlines the school approach to teaching sex and relationships education across the school and meeting the statutory responsibilities in this area.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after by the local authority is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. We ensure that:

- Appropriate staff have the information they need in relation to a child's looked after legal status (this includes whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- Appropriate staff have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- The designated safeguarding lead and Assistant Headteacher for Inclusion have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher for looked after children is responsible for ensuring a personal education plan (PEP) is in place for each looked after child in the school, and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around educational attainment. This includes ensuring that the student premium plus for looked after children is appropriately allocated to meeting the aspirational objectives in the PEP. The designated teacher works in partnership with the designated safeguarding lead and the social work team of the home local authority around any safeguarding concerns and

placement stability issues. The designated teacher receives appropriate training to undertake the role effectively.

The roles and responsibilities of the designated teacher [link to information](#)

“A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.” (KSCIE 19, DfE paragraph 95).

The virtual school for looked after children can be contacted on 0121 704 8622, email: pereducplan@solihull.gov.uk, and website: <https://www.solgrid.org.uk/education/support-services/solihull-virtual-school/>.

Attendance

We ensure all students attend school regularly and act swiftly to address any non-attendance and persistent absence in line with our attendance policy which can be found at

<https://www.lodeheathschool.co.uk/policies>

Safer Recruitment and Safer Working Practice

Education providers have a responsibility to ensure staff are safely recruited and appropriately vetted in line with their roles and responsibilities. The safer recruitment policy outlines our approach, available upon request.

We maintain a single central record which is reviewed by the safeguarding governor regularly. The single central record includes:

- Identity check
- Right to work in the UK check
- Disclosure and barring service check
- Barred list check
- Prohibition form teaching check
- Section 128 Check Prohibition from management check (for independent schools and academies:)
- European Community Area Check (ECAC Check)
- Overseas check
- Disqualification from childcare check request (where required)
- Uptake of two references

We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:

- The level of supervision required while on site. The level of vetting in relation to the purpose of the visit. We also have a responsibility to ensure safe working practice in our provision.

Managing Allegations

All staff are familiar with the provisions procedures for managing allegations against staff and volunteers (including governors/trustees), and the provision follows the local authority managing allegations policy.

- An allegation about a member of staff or a volunteer should be brought to the immediate attention of the Associate Headteacher.
- An allegation about the Associate Headteacher should be brought to the immediate attention of the Executive Headteacher Mr D Burgess
- Allegations can be brought directly to the attention of the local authority duty office.

All concerns should be recorded and a chronology of concerns kept by the case manager (Associate Headteacher or chair of governors). We ensure parents are clear about how to raise a concern about a member of staff, volunteer or a student (e.g. details on school website, letters to parents, parent induction meetings).

The Associate Headteacher (allegation against a member of staff or volunteer) or Executive Headteacher (allegation against the Associate Headteacher) should ensure a timely response, and as case manager, maintain oversight of allegations, including oversight of LADO referrals and ensure a timely response to any allegations raised.

Whistleblowing

Whistle-blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. 'Whistleblowing' is the term ordinarily used to describe the disclosure of information by an employee about malpractice that is occurring within the organisation. This will include any illegal, immoral, irregular, dangerous or unethical activity under their employer's control. This can cover a broad range of matters, including mismanagement, bribery, fraud and health and safety failures.

The Public Interest Disclosure Act 1998 amended the Employment Rights Act 1996 to protect workers from being dismissed or subjected to a detriment because they have made a 'protected disclosure'.

Protected disclosure is information that, in the reasonable belief of the worker, tends to show that one of the following has occurred, or is occurring, or is likely to occur:

- A criminal offence
- Breach of any legal obligation
- Miscarriage of justice
- Danger to the health and safety of any individual
- Damage to the environment
- Deliberate concealing of information about any of the above

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the provision's safeguarding regime through the whistleblowing policy.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are identified in the whistleblowing policy. The NSPCC Whistleblowing Helpline has been developed to provide support to employees wishing to raise concerns over how child protection issues are being

handled in their own or other organisations. The NSPCC Whistleblowing Advice Line can be reached on **0800 028 0285**. (The Home Office and Department for Education commissioned the NSPCC to manage the advice line after a firm commitment to do so was made by the Government in its Tackling CSE report in March 2015. The advice line is not intended to replace any current practices or responsibilities of organisations working with children. The helpline advisors would encourage professionals to raise any concerns about a child to their own employer in the first instance. However, the advice line offers an alternative route if whistleblowing internally is difficult or professionals have concerns around how matters are being handled.) Further advice about whistleblowing is available at www.gov.uk/whistleblowing.

Online and digital safety

Keeping children safe in education

Our online safety policies and procedures are framed within *Keeping children safe in education* (appendix C) available at

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.

We have a whole school approach to online and digital safety which empowers us to protect our community and educate using technology safely. We have mechanisms to identify, intervene in, and escalate any online or digital safety incident where appropriate.

Online and digital safety in the curriculum

Online and digital safety is a focus in all areas of the curriculum and our staff reinforce safety messages throughout the curriculum. Our **online safety curriculum** is broad, relevant and provides progression, with opportunities for creative activities.

Working with parents and carers

We work with parents and carers to raise awareness of online and digital safety, including them as much as possible in this process so that parents and carers can help ensure their children are also safe at home.

Acceptable use policies

We have **acceptable use policies** for students, staff and visitors. Each of these includes the sanctions that will be applied should a user fail to follow their AUP.

Filtration and monitoring

We do all that we reasonably can to limit users' exposure to online risks when using our IT systems and we ensure we have appropriate filtration and monitoring systems in place. We take into account the age range of our students, the number of students, how often they access the IT system and the proportionality of costs balanced against risks. We include risk assessments as required by the Prevent Duty. We have procedures that support filtering and monitoring and also to help us deal with incidents where there has been potential misuse or inappropriate/illegal activities.

Use of social media

We have a code of employee conduct policy for our staff which makes clear what standards are expected of anyone who works for us and uses social media. It also explains what actions will be taken when it is considered a member of staff may have breached this policy. The policy covers social media use: on behalf of school; as part of working with students; in their wider professional work; and in their personal life.

We have a code of conduct for our governors which makes clear what standards are expected of governors and their use of social media. It also explains the consequences of inappropriate behaviours.

Media recordings – audio, image and video (including digital files)

Appropriate media recordings are taken (including students) to capture curriculum activities, wider activities or as celebrations of school life. We have separate guidelines that must be followed when making media recordings on our premises or as part of our activities elsewhere. However, for clarity:

- Written permission from parents or carers must be obtained before media recordings of students are published on the school website/social media or in the press.
- Staff and volunteers are allowed to take media recordings to support educational aims, but must follow school policies concerning the sharing, distribution and publication of the media or files. Those media recordings should only be taken on school equipment unless there is prior agreement with the Associate Headteacher.
- All school media recordings will only be stored, edited or archived onto school systems and equipment unless there is prior agreement with the Associate Headteacher.
- Students must not take, use, share, publish or distribute media recordings of others without their permission.
- This is a link to the NSPCC photography and sharing images guidance area -
- <https://learning.nspcc.org.uk/research-resources/briefings/photography-sharing-images-guidance/>

Information and data security

We take information and data security seriously. We have a separate data protection policy, setting out how we comply with data protection legislation.

<https://www.lodeheathschool.co.uk/gdpr>

Alternative Provision

“Where a school places a student with an alternative provision provider, the school continues to be responsible for the safeguarding of that student. Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment i.e. those checks that the school would otherwise perform in respect of its own staff.” (KCSIE 19, DfE)

Where we contract with an alternative provider to provide part of or all of a student’s education, we ensure:

- The provision is a registered, (providers must be registered if five or more full time Students are on roll, or one special education needs student).
- Clarity on the contract arrangements (e.g.: through a service level agreement).
- Students attend the provision and have clear arrangements for reporting non-attendance.
- Clear plans around behaviour, recording and reporting inappropriate or declining behaviour.
- Requirement to report of student achievement.
- Appropriate health and safety and safeguarding arrangements are in place
- Appropriate vetting procedures for staff, volunteers and visitors are in place

Alternative provisions are available on 0121 704 6959

email: alternativeprovision@solihull.gov.uk

website: <https://www.solgrid.org.uk/education/alternative-provision/>

Site and Premises Security and Site Safety including fire risk assessment, fire drills, and first aid

Our health and safety policy outlines our procedures in ensuring the site and premises are safe and secure.

This includes our risk assessment procedures, including:

- The safety of staff, students and visitors to the school site.
- Fencing and boundary security.
- Procedures around the security of external doors (such as the external kitchen door) and access to the site.
- Storage of hazardous substances.

We ensure an annual fire risk assessment takes place and any actions are swiftly addressed. Regular fire evacuation drills take place and logged on the fire evacuation log. Any actions identified through fire evacuation drills are addressed.

We will undertake to ensure compliance with the relevant legislation with regard to the provision of first aid for students, staff and visitors and will make sure that procedures are in place to meet that responsibility.

Driving at Work

Our code of employee conduct policy provides staff with clear guidance on driving at work.

Educational Visits

Our educational visits policy provides staff with guidance on planning educational visits and undertaking risk assessments.

Emergency Advice and Support for Educational Establishments (EASEE)

Incidents and emergencies can occur at any time. Our education settings and young people are not immune from such incidents and often the impact of an incident can have far reaching effects in the wider community. For this reason we have utilised the 'Emergency Advice and Support for Educational Establishments' (EASEE) guidance and produced: school Emergency and Business Continuity Plan templates and used EASEE guidance material to plan for a range of critical incidents.

This includes emergency school lockdown procedure guidance and bomb and suspicious package information.

Procedures for uncollected children

In the event of a child not being collected at the end of the school day, every effort should be made by the school to contact the parents and emergency contacts. In the event that contact with parents and emergency contacts cannot be established and the child remains uncollected, the police should be contacted.

If non-collection or late collection is a regular occurrence, early help should be offered by the school in the first instance through a formal meeting with parents. If the situation does not improve a referral to Solihull multi-agency safeguarding hub (MASH) might be considered if a wider picture of neglect is emerging. The child protection policy should be followed in such an event.

Complaints

Our procedures for dealing with complaints are clearly set out in our complaints policy and are available to parents via the school website. In the first instance we work to resolve any misunderstanding or concern.

<https://www.lodeheathschool.co.uk/policies>

Barring of individuals from school premises

On extremely rare occasions, school leaders do need to seek to bar a person from the school site. The DfE (2012 advice on school security: access to and barring from school premises) should be followed.

<https://www.gov.uk/government/publications/school-security>

Students with Special Educational Needs and Disabilities

Students with special educational needs and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being proportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

To address these additional challenges schools and colleges should consider extra pastoral support for students with SEN and disabilities.

The special education needs co-ordinator works closely with the designated safeguarding lead and medicines in schools lead to ensure vulnerable students are safeguarded.

The Use of Reasonable force

We recognise that it is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument / piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place. Advice on the use of reasonable force in schools is provided in the document Use of Reasonable Force in Schools (DfE 2015).

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Behaviour and Discipline in Schools (DfE, January 2016), advice for Headteachers and school staff states:

- Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

There is separate guidance on the use of force by staff in Further Education colleges www.aoc.co.uk and applies to education provision students who receive some of their education in an FE college.

“The DfE believes that the adoption of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their students and students. It encourages Associate Headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognize the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behavior support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behavior and the need to use reasonable force.” (KCSIE 2019, DfE, paragraphs 104 and 105).

Medicines in School/Supporting Students with Medical Conditions

This school is an inclusive community that welcomes and supports students with medical conditions. We provide all students with any medical condition the same opportunities as others at school. All staff understand the medical conditions that affect students at this school. Staff receive training on the impact medical conditions can have on students.

Intimate Care

The Governing Body recognises its duties and responsibilities in relation to the Equality Act 2010 which requires that any student with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against.

The FGM Pathway within the Designated Safeguarding Lead Handbook will also be of relevance with regards to schools’ mandatory duties around reporting FGM.

<https://www.solgrid.org.uk/education/safeguarding/child-protection/issues/fgm/>

Other Providers Operating on Education Provision Site (Lettings and Contracted Arrangements)

Where other providers operate on the school site, through lettings or contracted arrangements, the school should ensure that robust safeguarding procedures are in place. Further guidance is available via NSPCC website.

“Are they safe? A guide to safeguarding in England for leaders of groups in the voluntary and community sector”. [link to NSPCC.org.uk](https://www.nspcc.org.uk)

“Briefing for Schools: Organising safe sporting events” [link to NSPCC safe sporting](#)
Evaluating and Monitoring Process

Health and Safety Safeguarding

Coronavirus (COVID-19) Risks

Public health advice to minimise coronavirus (COVID-19) risks. Schools must comply with health and safety law in order to minimise coronavirus (COVID-19) risks, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

Further information is available at

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>