
1 Context

1.1 “Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

1.2 Guidance used in the writing of this policy includes: HM Government “Working together to safeguard children” 2015; Section of 175 and 157 of the Education Act 2002; “Keeping Children Safe in Education” July 2015.

1.3 Overley Hall School and Children’s Home will be referred to as ‘Overley Hall School’ throughout this policy.

2 Introduction

2.1 The main ethos at Overley Hall School is one of respect for each individual and of providing an environment in which everyone is encouraged and enabled to fulfil their potential regardless of individual needs, background and circumstances. Overley Hall endeavours to develop an ethos which fully embeds the whole school values which include: Kindness, honesty, independence, respect, courtesy, British values and becoming effective communicators; despite this positive culture, due to the learning difficulties and individual needs of our children and young people they may still find it extremely difficult to express abuse. This deems them extremely vulnerable and therefore staff need to be vigilant, emotionally strong and open to the culture of reporting concerns through the school procedures knowing that they will be taken seriously and supported by senior leaders. It is important to note that the four defined categories of abuse being;

3 Aim

3.1 The aim of the school policy is to make all within the school feel safe and have clear roles and responsibilities in place for that to happen. Children and young people have a fundamental right to be protected from harm. Our pupils have the right to expect us to provide them with a safe and secure environment. Our aim is to ensure that all staff know that safeguarding is everyone’s responsibility.

3.2 This policy replaces the previous policy of April 30th 2015.

3.3 The school’s duty of care will be in line with Government Legislation and Local T&W Safeguarding Children Board Procedures (TWSCB)

3.4 The safety and protection of all children is of paramount importance to all those involved in education and care. The role of non-maintained special schools is set out in “Keeping children safe in education” July 2015(KCSIE), effective from July 2015. This guidance coupled with Working Together to Safeguard Children” March 2015 Chapter 2, and the areas identified above within the context., is the blueprint for all interagency working and is available and accessible to all those responsible for children’s welfare here at Overley Hall School. All staff across all departments will read and sign to say they have understood the

“Keeping children safe in education 2015” guidance part 1 as a minimum. The guidance can be found at: www.gov.uk/government/publications/keeping-children-safe-in-education

4 Principles

4.1 Our policy applies to all in our school community. For the purpose of this policy and for avoidance of doubt, the ‘school community’ shall include *all* those that work at the setting; Those being from all departments across the education and children’s home, parents that those that play an active role at the setting and volunteers.

4.2 Our principles include that Overley Hall School:

- Creates a safeguarding culture exercised through the development of respectful caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement.
- Practice safer recruitment through robust checking the suitability of staff and volunteers prior to commencement of work
- Establish a safe environment in which children can learn, live and thrive. This caring, positive, safe and stimulating environment will promote the social, physical, emotional and moral development all children and young people
- Develop and implement strong procedures to identify and report cases of suspected abuse
- Train all staff to use Overley Hall’s procedures effectively and enable staff to recognise the outward and inward signs of abuse
- Recognise the vulnerability of our children and young people and building their skills of communication to enable them to express their concerns, thoughts and feelings through verbal or nonverbal means and develop their understanding of right and wrong
- Respond to changes in National and local guidance, legislation, latest trends and from internal ‘lessons learnt’ by promptly updating policy and procedures. We systematically monitor, evaluate and constantly review the impact of this policy
- Establishing a vigilant and open approach to child protection and a proactive approach to safeguarding children and young people
- Works hard to develop effective working relationships with families, carers and colleagues from external agencies to recognise and respond to changes linked to suspected abuse
- Because of the day to day interaction with children, school staff are also in a unique position to notice any change in demeanour such as being quieter than usual, clingy towards staff, changes in appearance withdrawn or not wishing to go home at the end of a school day
- Or circumstances where staff may notice injuries, marks or bruises when for instance children are doing PE, games or swimming which might indicate a child has been abused (In line with Telford & Wrekin Safeguarding Children Board (SCB)-Child Protection Procedures, 2010 which are reviewed and updated on an on-going basis)

5 What is Child Abuse?

5.1 All staff are accountable for the way in which they exercise authority; manage risk: use resources: and safeguard children. All staff have a responsibility to keep children safe and protect them from abuse. (Sexual, physical, emotional), neglect and safeguarding concerns. Children and young people have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so maybe regarded as professional misconduct.

Recognising child abuse is not easy and it is not staff responsibility to decide whether or not a child has been abused. Staff do however have a responsibility to pass on any concerns they may have and if they are not happy with the action taken to raise such a concern with any member of senior management or the Designated Safeguarding Leads. For further details on definitions of child abuse, signs and symptoms-see appendix A

5.2 Types of child abuse include:

- a. **Physical**
- b. **Sexual**
- c. **Emotional**
- d. **Neglect**

5.3 But not forgetting **bullying** which can transgress across all four definitions The 4 categories can be viewed KCSIE 2015 page 11 or within a stand-alone document.

“Information all staff and college staff” July 2015 page 8 which precis Section 1 of KCSIE.

5.4 Overley Hall School staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. In formulating this policy, Overley Hall School has taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

6 Definitions and Indicators

6.1 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

6.2 Extremism is defined as the holding of extreme political or religious views. Overley Hall School has a zero tolerance approach to extremist behaviour for all Overley Hall staff and pupils. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our positive promotion of our Code of Conduct: Be kind and gentle; Be a friend; Listen to others: Follow instructions; equips our pupils with the skills to reject violence in all its forms.

6.3 The same principle applies to Female Genital Mutilation (FGM) and forced marriages (see Section ‘Child welfare’).

7 Female genital mutilation is a collective term used for different degrees of mutilation of the female external genitals, which includes the partial or total removal of the extreme female genital organs or injury to the female genital organs for cultural or non-therapeutic reasons.

8 Child Sexual Exploitation (CSE) sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. (Page 8 of KCSIE, part 1).

9 Statement on Child Protection

9.1 At Overley Hall School we agree that the safety, welfare and protection of all children is paramount and any delay in reporting concerns unacceptable. All staff will adhere to this principle and the child protection procedures established by the Telford & Wrekin Safeguarding Children Board (SCB) and the underlying principles that lie within it. Our policy will be published on our School website.

9.2 We will work appropriately with each child, their family and other agencies to protect in all cases the welfare of the child. Furthermore will work in partnership and fulfil the ethos and abide by the principles of the thresholds guidance produced by Telford & Wrekin Council within the Family Connect Model “The Child’s Journey in Telford & Wrekin” (this can be found in the separate child protection folder in Heads office)

9.3 The school role is to refer with the information received and under no circumstances become the investigator.

9.4 The school also works to the TWSCB procedures for all staff who work with children, where allegations may be made by a child/adult of abuse in any form. All staff will adhere to the procedures drawn up by the Board in line with national guidelines and supported by the TWSCB managing allegations against those working with children (section 4.1), where this is managed by the TWSCB through the Local Authority Designated Officer (LADO). The process for managing allegations can be viewed at www.telfordsafeguardingboard.org.uk and section 4 of KSCIE.

9.5 This school believes that those who work within the school community are in positions of trust and as such codes of conduct are based on the underlying principle that the highest standards are expected from all. In line with KCSIE a separate code of conduct policy will be adapted by this setting.

9.6 The document “Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings” produced by the Government Offices for the

English Regions October 2015, provides guidance on the expected standards of all those that work with children. This guidance has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct. (This is not statutory guidance). This is attached for reference and all those in the school community will be made aware of its existence and this will work alongside the separate code of conduct mentioned above.

9.7 Reducing Risks- mobile phones, photographs and videos

We ensure that all mobile phones are kept in a secure place and should not be accessed throughout contact time with the children. See company mobile phone policy, see code of conduct and staff handbook.

9.8 Photographs or images of any children within our care may only be taken following parental consent and only using the school camera.

9.9 When on outings, mobile phones may only be used to make or receive phone calls relating directly to ensuring the safety and wellbeing of the children.

10 Key Responsibilities

Head of School (Education), Head of Care (Care)

10.1 The Head of School is committed to working to create and maintain a safe learning environment for the children and young people attending the school.

10.2 The Head of School will follow the specific guidance as set out in paragraph Chapter 2 of 'Working Together to Safeguard Children' 2015 and "Keeping children safe in education" July 2015 and will ensure that:

- Clear arrangements are in place to encourage, facilitate and support the reporting of child welfare concerns, including instances where pupils are missing from school.
- That a Designated Safeguarding Lead (DSL) is available at all times whilst students are under direct supervision of school staff
- Provision is made for appropriate training, induction, support and supervision for DSL's and other members of the school's community and workforce
- The school works with the Local Authority Designated Officer (LADO) and appropriate partner agencies proactively to safeguard pupils
- Records relating to safeguarding are kept safely and shared appropriately

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- Appropriate safeguarding policies are adopted, monitored and evaluated which will include areas such as: child protection; counter-bullying; Prevent policy; harassment and discrimination; use of force and restraint and behaviour management; health and safety including use of equipment and provision of first aid; E-Safety -use of the internet, mobile phones and social networking sites; School trips, placements, outdoor activities; drugs and substance misuse; codes of conduct; i meeting the needs of pupils with special medical conditions; intimate care; school security; issues which may be specific to our local area or population, for example gang activity or knife crime; Whistle Blowing “Speak Up” Policy; Locality Risk assessment;
 - The school premises are safe and that the school grounds are not open to unwanted intruders but if public rights of way exist on school grounds then appropriate risk assessments are undertaken
 - Appointments to staff positions and other roles within the school community are made following the safer recruitment guidance within KCSIE July 2015 and all appropriate vetting checks have been completed (see safer recruitment section)
 - Safer recruitment training, as designated by the Lucy Faithful Foundation Consortium has been completed by appropriate members of selection panels (see safer recruitment section)
 - The school’s single central record of recruitment and vetting checks covering all staff and others identified by the school as having regular contact with children is kept up-to-date in line with Ofsted requirements
 - The identity of visitors to the school is checked, a record made in the visitors book, suitably identified/badged and that visitors are not left unsupervised without specific permission from the Head Teacher or Head of Care following guidance within the school

11 The Designated Safeguarding Lead’s (DSL’s)

11.1 The Designated Safeguarding Lead’s for child protection are:

- **Jackie Davenport- Head of Care**
- **Bev Doran- Head of School**
- **Nigel Bennett – Care Co-ordinator**
- **Dee Marshall – Deputy Head of School**

12 Responsibilities

12.1 They have received DSL child protection training and will liaise in accordance with the TWSCB procedures and Telford & Wrekin Children’s Services. It is the professional responsibility of the DSL’s to update their own training gaps/needs with Level 2 updates which are held throughout the year and regularly offered by the TWSCB conferences/workshops offered by private providers and other mainstream providers.

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- The DSL will ensure that all staff has received appropriate child protection training within the advised timescales. These staff will include full time, temporary and volunteer staff.
 - The DSL will ensure that whole school child protection training is made available to all staff, including inducting temporary staff and the content of which will meet the requirements identified in 'Training Resource for Working Together to Safeguard Children' - 'Suggested Outcomes for Targeted Groups' at: www.education.gov.uk
 - The DSL will ensure that all members of staff will have completed an induction to child protection and safeguarding systems within the school and satisfy themselves that the member of staff understands their responsibility for sharing a concern.
 - The DSL will make known to the whole school community the location of the TWSCB website address www.telfordsafeguardingboard.org.uk where the policies & procedures are on view; these are regularly reviewed and updated by the TWSCB.
 - The DSL has direct referral links with the **Social Care Safeguarding Team Helpdesk via the Family Connect Team 01952 385385**. For avoidance of doubt the DSL should be the point of contact with regard to referring a child if there are concerns about possible abuse. A formal written referral should not delay a verbal discussion so that immediate action can be taken if necessary. However, any referral should be confirmed in writing within 48 hours.
 - The DSL must make it clear to all staff that if the DSL or someone from the Senior Management Team is not available, then this should not delay in sharing any concerns about a child to the Safeguarding Advisors Team via The Family Connect Team on 01952 385385
 - The DSL keeps all written records of concerns about a child even if there is no need to make an immediate referral for action; this will include any e technology use issues that may cause indirect abuse to a child. E safety will be treated as any other form of abuse and recognition that bullying can transgress across all four defined categories of abuse.
 - Ensuring that all such records are kept confidentially and securely and are separate from pupil records, ensuring that an indication of further record keeping in terms of child protection is marked on the pupils records.
 - Ensuring that they or a senior colleague are available to attend any Strategy / Resolution / Conference / Professionals / CAF / TAC / MAPPA /Core Group or Planning Meetings as deemed necessary in the remit of child protection. Also that attendance by any school staff includes key information to be tabled at the meeting, especially attendance figures which are considered a key element of all conference reports

- Ensuring information regarding any pupil currently subject to a Child Protection Plan and deemed “at risk”, who is absent without explanation for two days, is shared with Children’s Services Family Connect Safeguarding Team.
- The Designated safeguarding leads will ensure the completion, on a yearly basis of the TWSCB S11 Safeguarding Audit Assessment Toolkit Audit. These will be supplied by the Telford and Wrekin Safeguarding Children in Education Officer.

12 The Staff

12.1 All those in the school community, visiting professionals working with students in the school (e.g. advocate), those who support sex education (e.g. school nurse) and those supporting school visits, are expected to know:

- The name of the DSL’s and the school procedures for protecting children
- How to report concerns, suspicions
- How to receive, record and report disclosures

13 Expectations of Staff

13.1 All staff are required to be alert to signs of abuse. They should report any concerns or suspicions if not immediately, as soon as possible, that day to the DSL. If in doubt they should talk with the DSL’s. Delay is unacceptable.

13.2 We recognise that children cannot be expected to raise concerns in an environment where colleagues fail to do so. All of the school community should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Unacceptable standards, conduct or behaviour will be challenged appropriately at the outset, and will not be tolerated. A code of conduct policy exists and should be read in conjunction with this policy.

13.3 Staff will adopt the “Speak Up” Telford & Wrekin Policy (attached) about raising concerns.

13.4 Provision to view the TWSCB website will be made accessible to all staff. In the first instance if computer access is needed this should be requested through Head of School or Head of Care.

14 Response in School

Reporting to the DSL’s

14.1 Any concern must be discussed with Jackie Davenport, or Bev Doran or a named Designated Safeguarding Lead or a member of the Senior Management Team, as soon as is possible, no later than the end of the morning or afternoon session of that day. As Overley Hall School has a primary setting it is a requirement that in the education setting any referral must be made to either Bev Doran (Head) or Dee Marshall (Pastoral Deputy Head).

14.2 Immediate Response to the Child

14.3 It is vital that our actions do not abuse the child further or prejudice an investigation, for example, we must:

- Listen to the child, if you are shocked by what is being said, try not to show it
- Not to ask a child to remove their clothing to observe possible bruises but it is OK to observe bruises
- Realise if a disclosure is made, the pace should be dictated by the child, without the child being pressed for detail or by asking leading questions such as “what did he/she do next?” or “where did he/she touch you?” **It is our role to listen not to investigate.** Use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
- Accept what the child is saying. Be careful not to burden them with guilt by asking “why didn’t you tell me before?”
- Acknowledge how hard it was for them to tell you this and reassure them that they have done absolutely the right thing by telling you
- Not criticise the alleged perpetrator, the child may have warm feelings for them, but merely wish any abuse to stop
- **Not promise confidentiality**, reassure the child that they have done the right thing, explain whom you will have to tell (the DSL and why; and, depending on their age, what the next stage will be. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “It will be all right now”.

15 Recording Information

15.1 Make some brief handwritten notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, recording facts, who you shared them with and not assumption, supposition and interpretation.

15.2 Also record where you spoke with them and personal safety details such as “I discussed the incident with the child in the Head’s office with the door open” or justify if it were closed, but naming those who you told this to be the case. If alone, reason that rationale stating “the child stated they would only confide in me if I was alone”.

15.3 If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”, “bruise noticed on fleshy part leg”

15.4 Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into ‘proper terms’ ensuring that you use the child’s own words). Body language should be noted and support any disclosure.

15.5 It is important to retain on file signed original handwritten notes and pass them on to the DSL who may ask you to complete a Family Connect Safeguarding Team referral form.

16 Support for Children & Staff

Children

16.1 Recognition that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child may feel self-blame and we will ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

16.2 Recognition that the school may provide the only stability in the lives of children who have or who are at risk from harm. The school community will therefore establish an ethos where children feel secure and are encouraged to talk and are always listened to.

16.3 Acceptance that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We will ensure PSHE curriculum opportunities which equip children with the skills they need to stay safe from harm and will closely monitor and analyse behaviour linked to anxiety to establish possible triggers.

16.4 Our policy on Counter-Bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. These will be documented like all other incidents. Any bullying whether racist, emotional, physical, sexual, homophobic, extremist, cyber or in any other forms will not be tolerated under any circumstances.

16.5 Children in Care (CIC) or Looked After Children (LAC) have access to a DSL in our school, where they can seek support, where in certain circumstances the needs are specific or different. Our school recognises the Looked after Children Policy and which we will adhere to.

17 Staff-Disclosures and Allegations

17.1 Staff (to whom a disclosure was made, who will be supporting the child and who might be attending, strategy and case conferences) would be able to liaise with the DSL with the minimum number of people involved who have “a need to know basis” of detail.

17.2 Of the staff not directly involved they will be informed on a “need to know basis”.

17.3 Staff may also need support either as a person who has received a disclosure or if an allegation has been made against them and subsequently needs investigation to conclusion. In both cases support may be offered and Human Resources will be consulted appropriately.

17.4 Staff should not accept personal invitation visits to the homes of children unless permission or instruction has been sought from the Head teacher and it is viewed as a professional appointment, for example supporting Education Welfare issues etc. This should be viewed on a case by case basis. To support this, guidance from the Department of Education (September 2010) states “Meetings with pupils away from the school premises should only be arranged with the specified approval of the Head teacher and the prior permission of the pupil in question”

17.5 We accept this guidance from the Department of Education (September 2010) stating that in the case of private meetings “Staff and volunteers should be aware that private meetings with individual pupils could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another pupil or adult should be present or nearby. Where conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.

17.6 Staff should be advised to seek support from their Professional Association or Trade Union if it is needed.

17.7 All staff meetings, at all levels, will have Child Protection and Safeguarding as a standing agenda item on all meetings; this is testament to our school making these priority areas and at the forefront of our minds.

The process of managing allegations against those who work with children can be viewed on the TWSCB website www.telfordsafeguardingboard.org.uk Section 4.1 Managing Allegations Against Adults who work with Children and Young People

17.8 The school has internal procedures and processes in place for dealing with allegations and will follow TWSCB Policies & Procedures and involve the DSL in school. The procedures make it clear that all allegations are to be reported straight away, to the Head of School for referral if necessary. The procedures also allow for the Proprietor to be informed. If the Head of School or Proprietor are the subject of the allegation, the Deputy Head (DP) will liaise with the DSL (Jackie Davenport) and follow the appropriate process. The TWSCB procedures allow for the Local Authority Designated Officer (LADO) to be party and responsible for monitoring cases to conclusion.

17.9 To avoid potential allegations and for the safety and welfare of pupils and the protection of staff, we will make classrooms and family rooms highly visible places whereby easy viewing is possible. Therefore, the masking of windows will be forbidden and as treated as a health & safety issue for the protection of all. There may be exceptional circumstances where masking of classroom windows is needed and justified for example for the teaching of drama. In these cases the Head of School will make a judgement on a case by case basis being appropriate, balanced and proportionate.

18 Confidentiality

18.1 If abuse is suspected, information should be given directly to the DSL for child protection or, in their absence, to another member of the DSL or the Senior Management Team.

18.2 The personal information about all families is regarded by those who work in this school as confidential. All staff need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality in all areas of the school.

18.3 Staff should understand they need know only enough to prepare them to act with sensitivity to a child and to refer concerns appropriately. It is inappropriate to provide all staff with detailed information about the child, the incident, the family and the consequent actions.

18.4 Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies.

18.5 If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the welfare of that child.

18.6 Within that context, the child should however be reassured that this will be shared on a “need to know” basis. If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised. Further details on information sharing can be viewed at the Department of Education website.

19 Parents

19.1 Parents play an important role in protecting their children from abuse. The school is required to consider the safety of the child and should a concern arise, professional advice will be sought prior to contacting parents. If deemed appropriate parents will be contacted, and the school will continue to work with the parents to support the needs of their child. Gaining consent from the parents will be sought, although, in exceptional circumstances and with the best interests of the child being considered, this may be overridden

19.2 The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all children and has a duty to refer cases to Family Connect in the interests of the child. The Senior Leaders will include a child protection statement in the school prospectus and all parents can view a copy of this policy. The policy will be made available electronically via the schools website

19.3 Parents that may have concerns regarding a staff member can in the first instance raise those with the Head of School, Head of Care, DSL or Proprietor of the school for further exploration. This may involve sharing those concerns with the relevant agencies. Where the parent may have concerns regarding the Head of School or Head of Care, the Proprietor should be consulted in the first instance.

19.4 Parents can liaise with Ofsted on such conduct issues or regulatory concerns, advice can be found on its website www.ofsted.gov.uk or contact can be made direct to Ofsted on; Helpline (08456 40445) or a Whistle-blowing line (08456 404046) - Education. 03001231231- Care

19.5 Overley Hall School will keep parents up to date in all areas of safeguarding and child protection through the regular methods of interaction such as parent’s evenings and newsletters.

20 Record Keeping

20.1 The present policy for record keeping is to chronologically record concerns on a confidential file, including details of dates, times, staff involved and action taken. These

should be handwritten but can be typed up to sit alongside handwritten notes. Never discard handwritten notes.

20.2 Copies of email streams are also useful additions which can clearly document sequential action. Again, these should be used alongside handwritten notes and by no means be regarded as a substitute action. It is preferable not to name children in an email, but if they are then this should be password protected.

20.3 In the absence of a national standards framework across the country for record keeping we have adopted guidance from Telford & Wrekin Safeguarding Board **“Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving” (April 1st 2015) to keep our systems robust with the latest current advice.**

- If as a school we prefer to note down these concerns in a specific file/book, we will ensure that it is not loose-leaf or ring binder style. Any books used shall be bound and in line with the guidance above or a suitable system will be employed which ensures security and the style of our school management of records, if books are not used. By using a specific school process, the concerns can then be noted sequentially to match the child’s journey with us, with each entry noted for that child alone. It is our intention to tell a child’s story during the time of their education with us.
- The records are reviewed half-termly by the DSL’s and checked to be chronological, tidy, legible and factual in content. This should be undertaken each year, as records may sometimes be immediately required by Professionals. Where reports are needed for Child Protection Conferences these should include attendance figures where the child is of compulsory school age.
- Where children are transferring to other schools within and outside of the district we will follow the transfer guidance within the Workbook Guidelines. This includes any transfer to Further Education Colleges
- Access to these records should be clearly stated as to whom–i.e. DSL’s, Head teacher, Head of Year, Senior Management Team or as the school feels appropriate.
- All child protection records are clearly marked as such and are kept securely locked on the premises. Withdrawal from the school by staff will be noted and signed for, as will files released to Professionals, such as the Group Solicitor, Safeguarding/Child Protection Officers, LADO, NSPCC or Police Teams. We will follow the Workbook Guidelines guidance on release and return.
- Upon releasing records the school will request ID Badges for release.
- No named statistics in relation to Child Protection are an important part of performance information. Since 1st October 2011 each DSL has access to a DSL Workbook. This information will be collated in the Workbook and will inform the Head(s) of how our school is coping with child protection issues. These will be entered and updated on a regular basis.

21 When a Child Transfers To Another School

21.1 If a child is subject to a Child Protection Plan deemed at risk, the child's key worker within Social Care will be contacted by the DSL.

21.2 When a child changes school within the authority, all child protection records will be passed on to the DSL of the next educational setting by the DSL or Head teacher, or to Social Care within the authority if the child is transferring to another authority. If the child is transferring/leaving to another school within term time, best practice would be for a signed record/or hard copy acknowledgement that the transfer of files has taken place. The current host school in this process should not photocopy and retain child protection records as this is deemed from the Information Commissioners Office that this would contravene the Data Protection Act, but rather produce a chronology to pass on and retain a copy of this chronology for themselves for audit purposes, this would be deemed as best practice.

22 Retention of Children's Files

22.1 All schools must keep educational records on their children. These should include:

22.2 Copies of the reports which have been sent to parents/carers on the child's achievements, as well as other records about those achievements

22.3 Exchanges of correspondence between parents and the school

22.4 Any information the school has on the child's education from the local authority

22.5 Any Education, Health Care Plan or Statement of Special Educational Needs

22.6 Any Personal Educational Plan

22.7 There may be other records kept like details of attendance, exclusions, behaviour and family background. This is not compulsory but would be viewed as "best practice". The educational record does not include the notes that a teacher makes for his or her own use only.

22.8 The Child Protection file is a separate file to the educational records. It must be noted that if files are asked to be secured, both files are key elements in any processes for which they are needed. It is important that on releasing files they are signed for on release and on return.

Pupil record files must be kept until the individual reaches the age of 25 years. At this point the file should be shredded. Also a useful document to be familiar with is the "Records Management Toolkit for Schools" Version 4 May 2012 guidance from the Information and Records Management Society (attached) and "Workbook Guidelines for Child Protection Records, Transfer, Retention and Archiving" TWSCB April 1st 2015

22.9 Further information is available via: www.education.gov.uk and www.direct.gov.uk

23 Children's Welfare

23.1 Children Missing From Education Whether Authorised or Not; Children That Have Gone Missing; Poor/Irregular Attendance; Issues Of Forced Marriage; Female Genital Mutilation; Extremism; and Children Abused Through Exploitation (CATE); Poor or Irregular Attendance "School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include for example, poor or irregular attendance or children missing from education" (Ofsted September 2009).

23.2 The recognised figure for persistence absence being less than 80%, although concerns may still be raised if above this. This is highly unlikely as Overley Hall is a residential school. The Head Teacher would immediately make contact with parents/guardians and inform the social care team.

24 Forced Marriage and FGM

24.1 Where issues may be raised of Forced Marriage or Female Genital Mutilation (FGM) whether by people within school community, the wider community, older or younger children in all school settings, we will follow Government guidance; "Handling cases of Forced Marriage" (multi agency practice guidelines) June 2009 (attached) "Female Genital Mutilation" (multi agency practice guidelines) HM Government 2014 pages 42-44 (attached) this document has been updated with new guidance October 2015 on Mandatory reporting. We will consult appropriately and sensitively in line with that national guidance, current, future and local procedures. Overley Hall School recognises that FGM is against the law and can happen across all ranges of educational settings and we will alert staff to free on line training at www.fgmelearning.co.uk

25 Child Sexual Exploitation

25.1 Where we as a school may feel that children may be being abused through exploitation (CATE), we will consult in the normal way with the Safeguarding Team Helpdesk via The Family Connect Team on 01952 385385 and seek advice as to whether the incident follows a CATE referral pathway. The concerns will be followed through sensitively and appropriately with fellow professionals

26 Children leaving school without permission

26.1 Where children leave the classroom or leave school grounds without permission, this is covered within our behaviour management policy and is also set against the backdrop of the legal framework of the Children Act 1989 s3 (5); **"Anyone who has care of a child without parental responsibility may do what is reasonable in all the circumstances to safeguard and promote the child's welfare. It is likely to be "reasonable" to inform the police, or children's services departments, and, if appropriate, their parents, of the child/young person's safety and whereabouts."**

26.2 Due to the vulnerability of our children and young people levels of supervision will be in accordance with behaviour management plans. However in principle, if a pupil runs out of class we will establish where he or she has gone. Staff will ensure children and young

people will not get out of vision Staff will request support for colleagues. A message must be sent to the main office. If a child is no longer on school premises, parents will be contacted in the first instance. If they are not at home or contactable, the police will be informed that a pupil has left school and is at risk

27 Children that have gone missing

27.1 Where children have gone missing and not in manner of the above we will follow the "Missing Children Process" January 2014.

28 Extremism, Radicalisation & the PREVENT Agenda

28.1 Extremism views by anyone in school will not be tolerated. Therefore, we will take and expect quick and decisive action where issues of this nature are brought to our attention. Namely, that we expect staff to encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Staff should ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views. As a school if we feel children are being abused through extremism, we will consult in the normal way with Family Connect and seek advice as to whether to initiate a referral to the "Prevent" team. As with all referrals this referral will be dealt with appropriately with professionals. Currently those professional leads for Telford & Wrekin Council are Paul Fenn and Jas Badeshi. Our policy also recognises that the local police can be contacted in imminent circumstances and at prevent@westmercia.pnn.police.uk (see Prevent Policy).

28.2 As a school we have procedures in place to monitor IT usage and have a duty to seek advice and explore by filtering suspicious content being viewed. Those within and outside the school community should be left in no doubt our duty to cooperate under the law.

28.3 We will ensure that every frontline member of staff in school has received a **Workshop to Raise Awareness of Prevent (WRAP 3 Training)** as identified in the PREVENT Duty Guidance and delivered by an approved WRAP 3 trainer.

28.4 As a school if we feel children are being abused through extremism or being radicalised, we will consult directly with the police PREVENT Team and seek advice. This is done with a PREVENT referral form (please see the flowchart and referral form attached). As with all referrals this referral will be dealt with appropriately with professionals. If it is deemed from the PREVENT Team that the intervention is not criminal and does not warrant a Channel Panel, but needs local support, we will work with those professional leads for Telford & Wrekin Council. Presently those being **Paul Fenn and Jas Bedesha**. Our policy also recognises that the local police can be contacted in imminent circumstances on **01386 591835/591825 or 591816** and at

prevent@warwickshireandwestmercia.pnn.police.uk

29 Health & Safety and Physical Intervention

29.1 Policies on Health & Safety and Behaviour Support are set out in separate documentation. They reflect the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. There is separate documentation “Guidelines for Educational Visits and Journeys” produced by the Health & Safety and Resilience Team.

30 Training

30.1 The school will set aside a sum of money per annum to be agreed within its budget as contingency for training, updates and for attendance at inter-agency meetings for Jackie Davenport and Bev Doran and other DSL’s.

30.2 All new staff receives knowledge of how to access the TWSCB policies & procedures on induction and access whole school training when held.

Safer Recruitment and E Safety

30.3 It was announced that safer recruitment training is a requirement from 1 January 2010. The proposal is that from this date, at least 1 person involved in interviewing an applicant for a post of Head of School, Deputy Head teacher, Teacher or member of the whole school support staff must have completed the safer recruitment training. This training can be received from any provider but must be accredited by the Lucy Faithful Consortium: this is acknowledged as the required providers qualification. This will continue to be part of our policy on child protection. This requirement states that schools should access “suitable” training. The school maintain the right to seek this training from reputable providers that they choose.

30.4 All staff working in the school community will be subject to enhanced Disclosure Barring Service (DBS) checks this process can be viewed at; www.gov.uk

30.5 All within the school community must adhere to The Corporate Information Security Policy (CISP) including Acceptable Use of Equipment and The Social Media Policy-Acceptable Use for Employees; the school will make all aware of its existence and importance. Where appropriate, intervention will take place when anyone uses e-technology in an unacceptable fashion. Any monitoring software that is used within the school will be reviewed and checked regularly. On occasions unacceptable websites might be accessed inadvertently; if this occurs then this should be closed down immediately logged and reported to Senior Management.

30.6 It is recognised at this school that all Information Technology, whether personal or work based, is a **whole school issue** and all staff has a duty to be vigilant. The Telford & Wrekin Safeguarding Children Board issued guidance “Raising Awareness in the Safe Use of ICT Systems at home and in the workplace”.

30.7 Some useful guidance around Facebook social networking “Facebook Checklist” produced by the UK Safer Internet Centre will form part of staff awareness training.

30.8 E-safety is a major concern for all professionals. For information and support in this area the following websites below are available for all staff to view. The sites are for all age groups, parents and carers. Which will form the basis and assist with e safety education and policy in our school; www.swgl.org.uk www.thinkuknow.co.uk & www.virtualglobaltaskforce.com

30.9 Safeguarding Children Boards across the West Mercia Region, have formed a web based partnership for e safety www.telford.gov.uk/esafety. This is a one stop shop for e safety issues, education, anti-bullying, surveys and general advice. The site is for all age groups, parents and carers, which will form the basis and assist with e safety education in our school

31 Taking photographs

31.1 Good practice guidance from the Information Commissioners Office, on taking photographs in educational institutions will be followed. In the interests of safeguarding a common sense approach on a case by case basis will be taken in this area. A full copy of the guidance can be viewed at www.ico.gov.uk

32 Curriculum and Wider Activity in Keeping Children Safe

32.1 The safety, health and welfare of the children and young people at Overley Hall School is paramount, and in order for the high standard of Education and Care that we believe these young people deserve, we acknowledge that this comes with a highly skilled, trained and knowledgeable staff. Therefore all staff across both settings are provided with specialised and up to date training in:

- Children's Workforce Development Induction Training
- Diploma in Health and Social Care level 3 or education equivalent
- Child Protection
- Child development
- Attachment and Resilience
- Manual Handling
- Team Leading
- Health and Safety Training which has more specific training e.g.; Ladder training
- First Aid at work
- Medication Administration
- Defibrillator training
- Midas Mini bus Training- with in house Trainer
- Risk Assessment
- Fire Safety
- Healthy eating
- E-Safety
- Epilepsy/ Buccal midazolam administration

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- Autism
 - Team Teach – intermediate and Advanced
 - Elklan – communication
 - Specific training from SALT & OT- Building Bridges
 - Phoebe Caldwell – Intensive Interaction
 - Gina Davies –Attention Autism
 - Food Hygiene
 - Equality, Diversity and Inclusion Awareness
 - Sexuality, relationships and disability
 - Awareness of key legislation and associated guidance
 - Communication and report writing
 - Transitions and Person Centred Planning
 - Developing Professional practice in child care
 - Identity, sexuality and relationships
 - Prevent Training
 - Education Visits Coordinator Training
 - EVOKE training

32.2 In addition to training, we take the safety of the environment in which the children and young people live and learn very seriously. To ensure the children's safety we have:

- Personal Emergency evacuation Plan (PEEP)
- Individual risk assessments
- Risk assessments and public liability are obtained for community based activities.
- Fire Risk assessments
- Tree Risk assessments
- Mini bus risk assessments
- Health and Safety checks such as- Gas, PAT testing, legionella training and Pool management training
- High staffing ratios
- Fire evacuation procedures

32.3 To ensure the health care needs are met through:

- Ensuring all health needs are met- optician, dentist, Doctor, consultants and that all recommendations from Health care professionals are followed.
- Individual health plan
- Support in attending all health appointments
- Monitoring food intake
- Monitoring height and weight monthly
- Attendance at Dr Bramble clinics
- Ensuring medication is taken appropriately and as prescribed
- Speech and Language Therapist 2.5 days a week

- Occupational Therapist 2 days a week
- Clinical Psychologist P/T

32.4 Overley Hall is committed to keeping young people safe, allow them to feel listened to and given the methods and skills to communicate their feelings, thoughts, concerns and worries. We believe it is our duty to help young people develop skills and understanding to learn how to best keep themselves safe. Some examples are listed below however this is a 'work in progress' and should be added to as the school evolves and develops:

- A person centred 'bespoke' curriculum has been designed which is specifically designed to meet the needs of the young person and which is flexible to individual need. Each curriculum is designed to build on strengths, interests and individual aspirations. The curriculum is designed to encourage problem solving activities to help young people to develop independent thinking skills and the ethos is solution focused
- Overley Hall is developing into a 'therapeutic community' and staff are working therapeutically with students and are committed to working to nurture the 'whole' child- providing a holistic approach. Students have down time built into their timetable and this may be in the form of: pampering sessions, soft play, sensory (light and dark) time, hydrotherapy, outdoor learning; reducing frustration and anxiety will help to reduce behaviour which can often impact on others.
- Staff are available to help deal with inappropriate behaviour and prevent it from impacting on others.
- Overley Hall promotes the use of advocates to give them a voice
- Incidents involving young people are recorded parents and social workers are informed. Incidents are recorded in a bound book.
- Handovers are carried out between transitions to and from school
- Where necessary, young people's anxieties/behaviours are observed and measured. Each serious incident is recorded using STAR analysis to learn for it so that our actions will reduce the chances of it happening again. Such monitoring can help identify illnesses which the young people maybe unable to communicate.
- All cases of bullying will be recorded and acted on. Overley Hall is committed to zero tolerance to bullying of both staff and young people.
- A robust recruiting policy is in place which ensures staff are fit and appropriate for working with vulnerable young people, at least one member of staff on the interview panel has been through the Safer Recruiting Training, available from Telford and Wrekin safeguarding board. No staff commence working with the young people before their DBS is completed and returned showing that they are appropriate to be working with vulnerable young people.

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- Curriculum areas such as PSHE are timetable and supported through meetings consider bullying, racism, homophobia, exploitation, abuse, sexual health, relationships, feelings, sexuality, disability and using technology safely. Teaching young people how to use and access the telephone through structured lessons and role play so they are able to access agencies such as child line if they feel necessary. Through such sessions we will promote British values and democracy
 - Citizenship to look at rights and responsibilities, the criminal justice system, learning to ask for help and emergency services.
 - Theme days /weeks/terms to consider different cultures and learn to be accepting of others.
 - The worry box
 - Each young person has a communication book, with a section specially designed for them to use to better express themselves (using communication in print symbols)
 - Person centred development for developing skills of interaction and communication to be able to speak out.
 - Twice daily meetings where young people are positively encouraged to say how they feel and why
 - Young people are encouraged to take part in community activities to provide enrichment of opportunity and build resilience
 - Young people are helped to develop 'theory of mind' to better understand the thoughts, feelings and behaviours of others; they also help to develop executive functioning skills to enable them to be more independent and less dependent on adult support through PCD and across the curriculum.
 - For some children and young people a system called CAPS (comprehensive autism planning system) is used to help young people develop key skills across the continuous provision. Key skills will be identified through multi-agency professionals including parents, the time each skills will be practiced will be clearly identified on the CAPS schedule. SALT, OT, care, parental and IEP targets will be incorporated into one plan. This will mean that the young people will make very good progress with specified skills and the consistent approach will maximise progress. Skills may include improving core stability, developing hand eye coordination, communication, expressive language, self regulation and personal care issues.
 - All young people have a comprehensive Individual Education Plan and Personal Education Plan helping to drive their curriculum forward.
 - All young people have a learning mentor, tutor PCD tutor and key worker all focus on developing the young person.
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- There is a flexible curriculum that enables them support, as and when it is needed
 - Health and safety is built into all practical subjects and is planned to be addressed throughout the programmes of study.
 - Risk assessments are always carried out prior to an activity and each young person has a behaviour management plan to ensure staff work safely and consistently across Education and Care with the young people.
 - Road safety
 - Meeting our local community police- Learning about the role of the police/ reducing the fear
 - Cycling proficiency
 - Reflection/Awards meetings- scaling better understanding of feelings and emotions
 - Social stories to help young people understand how to keep themselves safe
 - Social stories to help them learn what to do if they feel unsafe , frightened , distressed, unhappy or angry.
 - Comic conversation scripts can be used if young people have been involved in an incident to help them unravel and learn from it
 - High levels of support
 - Stable Management
 - Work experience (internal and external)
 - Communication club
 - Ethos caring, valuing and nurturing through aims and values
 - Having an open door policy for parents, authorities, advocates and virtual teachers.
 - Having acces to the local CAHMS team through a service level agreement who has a half termly clinic at Overley Hall and who closely monitors progress, behaviour, anxieties and physical development.

32.5 Within the 24 hour care curriculum at Overley Hall we endeavour to provide a fulfilling and enjoyable experience for our young people that extends the school day, encourages choice and independent living skills, taking into account their abilities. Each young person will have a Care Plan that will detail specific areas for development and progress.

32.6 This is achieved through structured community visits, after school clubs, AQA accreditation, Forest school, and using our expansive grounds and facilities. Combined with accessing

- Mencap – youth club
- Shropshire Sharks –disabled swimming group
- ICAN2
- Horse riding- RDA
- Supermarkets
- Disco- learning disability
- Cinema
- Zoos
- Farms
- Cafes
- Theme parks
- Circus
- Residential holidays
- TAG rugby
- Extended day visits i.e. trip to London

32.7 We also encourage and support family contact at Overley Hall to maintain, promote and nurture positive relationships for our young people and their families.

32.8 We encourage a wide variety of external speakers in to help provide a broad, cultural and motivating curriculum. To prevent abuse and extremism the Head Teacher checks the content of the presentation in advance of the talk and such presentations are supported fully by staff, who would stop any talk which they did not think appropriate and report to a Designated Officer and the Head Teacher.

****All staff and the wider school community will be given a copy of these policies**

COMMITTMENT TO REVIEW

These Policies will be flexible to change and will be reviewed on an ongoing basis to reflect where there are any changes in Government Legislation or any changes in the duty of statutory agencies in Child Protection and the wider Safeguarding agenda. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on yearly basis by a named person responsible below, who shall be accountable for that action.

Child Protection Policy and Safeguarding in School Policies- Document Status			
Date of Policy Creation	Oct 20th 2014	Named Responsibility	Bev Doran Jackie Davenport
Date of review completion	16th July 15	Named Responsibility	Bev Doran Jackie Davenport
Policy updated	20th November 15	Named Responsibility	Bev Doran Jackie Davenport
Date to be reviewed	19th November 16	Named Responsibility	Bev Doran Jackie Davenport

This policy has been developed and shared by the Overley Hall School team and agreed by:

Anita Brown – Proprietor

Bev Doran – Head of School

Jackie Davenport – Head of Care