



Baskerville School



Thank you for reading this leaflet.



*Important Information
for Visitors*

Including safeguarding guidance



Child Protection Procedures **for Reporting a Concern**

'Do not delay – report the same day'

The Designated Safeguarding Lead for Baskerville School is

Matt O'Neill (Assistant Head Teacher) Ext 211

The Deputy Safeguarding Leads are

CHRIS OWEN (Acting Deputy Head Teacher) Ext 208

BEVERLEY FFRENCH (Assistant Head Teacher) Ext 301

RICHARD O'SHEA (Head of Care) Ext 114

SHEILA WILLIAMS (Director of Support Services) Ext 201

All visitors are requested to keep their phones on silent. The recording, taking and sharing of images, video and audio on any mobile phone *is not permitted*; except where it has been explicitly agreed otherwise by the Headteacher. Such authorised use is to be monitored and recorded. All mobile phone use is to be open to scrutiny and the Head Teacher is to be able to withdraw or restrict authorisation for use at any time if it is to be deemed necessary.

Mobile phones brought into school are entirely at the staff members', students' and parents' or visitors' own risk. The School accepts no responsibility for the loss, theft or damage of any phone or hand held device brought into school.

Baskerville School Day

| | |
|---------|---------------------------|
| 9.00am | Registration |
| 9.10am | Lesson 1 |
| 10.10am | Assembly / Class Assembly |
| 10.25am | Break |
| 10.40am | Lesson 2 |
| 11.40am | Lesson 3 |
| 12.40pm | Lunch / break |
| 1.10pm | Lunch/break |
| 1.40pm | Registration |
| 1.45pm | Lesson 4 |
| 2.45pm | Lesson 5 |
| 3.30pm | Tutorial |
| 3.45pm | Home or Residential |

On Fridays lesson 4 is tutorial and students go home at 2.30pm. Staff training takes place from 2.45pm to 4.00pm.

**A member of the Senior Leadership Team
is on call to provide help at any time.**

**Dial 444 from any of the telephones
that are situated in all rooms in the school.**

Dealing With a Disclosure

Receive

- Listen, be neutral, believe
- Reassure
- Stay calm
- Tell the child that they have done the right thing
- Don't make promises
- Remember the limits of confidentiality

React

- Use 'open' questions if necessary (professional curiosity)
- Don't criticise the perpetrator
- Explains what happens next – tell your DSL
- Record – accurate and objective notes, as soon as possible
- Use the child's own words
- Use an incident report form or book

NEVER

- Ask the child to remove any clothing
- Take photographs (of possible injuries)
- Arrange a medical examination
- Ask the child to write down their concerns
- Interview children in groups or pairs
- Record your conversation with the child (other than by taking notes)

BASKERVILLE SCHOOL

Baskerville School is a day and residential school for students aged between 11 and 19 years of age. The school currently provides education for 120 students drawn from Birmingham and surrounding Local Authorities. The school has a richly diverse population.

All students have autism and many have related learning difficulties, social difficulties, complex and/or additional difficulties arising from a range of syndromes. The education of these students requires a multi-disciplinary approach that involves support agencies such as CAMHS, speech and language therapy, occupational therapy and counselling.

The school population represents a large intellectual range from those with significant cognitive impairments to those of average ability. All students are treated as individuals with individual needs.

The school is organised into class groups of six or seven within each key stage. Students are grouped according to language and learning needs. Most classes have two teaching assistants that remain with the group throughout the day. Specialist subject teachers teach students in their classroom and also in specialist teaching areas such as for science, food technology, art and design, resistant materials, horticulture and physical education. Each class has a tutor who is responsible for overseeing students' academic, personal and social development.

The school has a specialist resource base for a small number of students with autism and profound developmental delay. These students follow a course of study that is tailored to meet their individual needs within a framework that provides a broad and balanced curriculum. Emphasis is placed on the acquisition of communication and interaction, social and life skills.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community. We work within a supportive school framework to promote and celebrate the individual success of all the students and prepare them, as best we can, for life after school. For our students to be successful, we need to underpin the curriculum with an education programme that develops students' personal and social skills. To do this we need to constantly focus on describing what we want the students to do rather than highlighting when they get things wrong.

Often we need to describe to students how we want them to behave and then need to constantly reinforce this message. The two key documents we use to support this are the 'School Code of Conduct' for students and 'Assumptions of Challenging Behaviours' for staff.



Baskerville School Student Council

Code of Conduct

- We will respect ourselves
- We will respect our school and everybody in it
- We will be polite to each other and treat each other with care
- We will make all our visitors feel welcome
- We will respect each other's property
- We will only leave the classroom and the school with permission
- We will take care moving around the school
- We will also take care on our way to and from school

Emotional Abuse

Persistent emotional maltreatment or rejection. This may include threats, verbal attacks and/or the constant lack of love or affection.

Seeing or hearing the ill-treatment of others

Possible signs and symptoms include

Low self image, negative self talk

Inappropriate emotional responses

Isolation or attention seeking

Self harm

Drug or solvent abuse

Depression, withdrawn

Neglect

A persistent failure to meet a child or young person's basic needs, e.g. adequate food, shelter, clothing, supervision or access to medical care or treatment.

Possible signs and symptoms include

Child left alone or inappropriately supervised

Constant hunger, tiredness

Untreated medical conditions or persistent non-attendance at appointments

Child caring for self and/or siblings

Poor hygiene, inappropriate clothing

Developmental delay

Basic Safeguarding and Child Protection Guidance from the BCC Child Protection Handbook

Ofsted's Safeguarding outcomes are that

- Children and young people are safe
- Children and young people feel safe

Definitions:

A **vulnerable child** is a child who would benefit from extra help to make the best of their life chances

A **child in need** is a child whose health and development will be significantly impaired without the provision of further services

A child would be **in need of protection** if there is reasonable cause to suspect that they are suffering, or are likely to suffer, significant harm.

Categories of abuse

Physical Abuse

Causing a child or young person physical harm, e.g. hitting, burning, suffocating or by giving poisonous substances, inappropriate drugs or alcohol

Possible signs and symptoms include

- Injuries (bruises, burns, scalds, bites, marks)
- Explanations (none, unlikely, scripted, inconsistent with injury)
- Nervous, flinching, aggressive behaviours
- Patterns of absence
- Reluctance to change, e.g. for PE or swimming

Sexual Abuse

Forcing or enticing a child or young person to take part in sexual activities including penetrative, non-penetrative or non-contact activities

Possible signs and symptoms include

- Use of sexual language inappropriate to the child's age or stage of development
- Inappropriate behaviours or role play
- Sexual activity
 - Legal age of consent for sexual activity is 16
 - No child aged 13 or under can consent
- Pregnancy, sexually transmitted infections

ASSUMPTIONS OF CHALLENGING BEHAVIOURS

Challenging behaviour usually **has a message** – “I am bored”; “I am sad”; “I need some attention”; “Please help me”; “I don't want to”; “I want control”; “Look at me”; “It calms me”.

Students often use challenging behaviour when they **don't have the social or communication skills** they need to engage in more appropriate interactions.

Behaviour that persists over time is usually **working** for the student.

We need to **focus on teaching students skills** – what to do in place of the challenging behaviour.

FOCUS ON DEVELOPING COMPETENCE, RATHER THAN COMPLIANCE!

Any intervention should be based on an analysis of the function of the behaviour.

Interventions should focus on developing alternative competencies and skills.

Interventions should be consistent with the long-term goals of community integration.

Intervention should build towards self-monitoring, and self-management.

CONSISTENCY COUNTS!

Child Protection Policy Summary

BASKERVILLE SCHOOL

CHILD PROTECTION PROCEDURES FOR REPORTING A CONCERN

The welfare of the child is paramount.

All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to protection from abuse.

All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.

Categories of abuse:

Physical Abuse

Sexual Abuse

Emotional Abuse

Neglect

Reasonable grounds are established when:

a child or young person states that they have been abused

a child or young person states that they know someone who has been abused (sometimes the child may, in fact, be talking about themselves)

someone who knows the child or young person states that the child or young person has been abused

a child shows signs of having been abused

a staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting upon the child or young person's safety, stability or development

a staff member observes signs or indicators of abuse including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision

a child or young person's actions or behaviour may place them at risk of significant harm and their parents / carers are unwilling or unable to protect the child

Staff should:

only gather enough information to form the belief

use open ended questions when talking to the child

Staff should not:

conduct their own investigation

ask leading questions that suggest that abuse has taken place

interview witnesses

take statements

collect evidence (including photographs)

conduct a physical examination of the child or young person

Recording

The member of staff should keep comprehensive, chronologically ordered notes that describe the source of their concerns, e.g. from obvious injuries, behaviours or comments made outlining related events, actions taken and further considerations that may determine the need for help.

Notes should also reflect who the staff member has been in contact with or informed.