



# *Baskerville School*



## *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**

**ROSEMARY ADAMS (Headteacher)**

**Ext 203**

**The Deputy Safeguarding Leads are**

**MATT O'NEILL (Assistant Headteacher)**

**Ext 211**

**CHRIS OWEN (Assistant Headteacher)**

**Ext 208**

**BEVERLEY FFRENCH (Assistant Headteacher)**

**Ext 301**

**RICHARD O'SHEA (Head of Care)**

**Ext 114**

**SHEILA WILLIAMS (Director of Support Services)**

**Ext 201**

## **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 105 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 community 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

# 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 eg. 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.

## **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 eg. 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 eg 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



## 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 eg. 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

## **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 Day**

9.00am	Registration
9.10am	Lesson 1
9.55am	Lesson 2
10.40am	Assembly / Class Assembly
10.55am	Break
11.10am	Lesson 3
11.55am	Lesson 4
12.40pm	Lunch / break
1.10pm	Lunch/break
1.40pm	Registration
1.45pm	Lesson 5
2.30pm	Lesson 6
3.15pm	Tutorial
3.45pm	Home or Residential

On Fridays lesson 5 is tutorial and students go home at 2.30pm. Staff training takes place from 2.45pm to 4.00pm.

If help is needed at any time a member of the senior leadership team is on call. Dial 444 from any of the telephones that are situated in all rooms in the school.



*Thank you for reading this leaflet.*