



De La Salle School

BTEC Tech Award in Travel and Tourism

WELCOME BOOKLET
&
STUDENT GUIDE

Name

Welcome

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism, is for learners who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What is the Level 2 BTEC Travel and Tourism like?

The aims of Travel and Tourism are to:

- Inspire and enthuse learners to consider a career in the Travel and Tourism sector
- Give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Travel and Tourism sector
- Support progression to specialised Level 3 vocational or academic Travel and Tourism course or an apprenticeship or, more broadly, progression to qualifications in other sectors, such as early years
- Give learners the potential opportunity, in due course, to enter employment in a range of junior jobs roles across the Travel and Tourism sector.
- Allow learners to specialise or to deepen their understanding through the provision of a broad range of optional specialist units
- Provide a comprehensive and challenging programme of study related to Travel and Tourism that is particularly suited to post-16 learners who have the relevant interest and aptitude to progress in the sector give learners the potential opportunity to progress to employment or to employment in a wide range of junior job roles across the Travel and Tourism sector.
- Allow learners to further specialise by including additional optional specialist units
- Give learners opportunities to develop transferable skills related to study and vocational application that provide a platform for success both within Travel and Tourism and elsewhere.

You can find the specification on the PEARSON website:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Tips to Success

Tips for Success

To gain a minimum of a Pass, students need to complete every task set. If a single task or part of a task is missing, students can't pass the qualification. Merit and Distinction tasks usually build on PASS criteria and you should adhere to the deadlines set to keep on track.

Get organised, by noting down hand in dates and homework targets, knowing your minimum target before you even start is a prerequisite.

There are many practical sessions during the course, some of which are assessed as part of the coursework. It is vital that students understand this and participate fully so that they can gain the best mark possible.

Assignment submission process

You will be set individual tasks throughout your assignment and these will be handed in to your teacher according to deadlines.

When an assignment is finished you will be set a deadline to hand it in fully completed,. This includes making sure you have acted on feedback and attempted to improve your grade of individual tasks..

Final assignments will be handed in to your teacher, you will receive feedback within 15 days of submission.

BTEC Grading Criteria

Most assignments start with a command word. These words relate to how complex the answer should be.

Use these definitions to help you understand what is required for each grade.

PASS

- Complete... a form, diagram or drawing.
- Demonstrate... Show that you can do a particular activity. Prove you can carry out a more complex activity.
- Describe... Give a clear, straightforward description which includes all the main points. Give a full description including details of all the relevant features, showing that you can apply your knowledge and information correctly.
- Identify... Give all the basic facts which relate to a certain topic.
- List... Write a list of the main items (not sentences).
- Name... State the proper terms related to a drawing or diagram.
- Outline... Give all the main points, but without going into too much detail.
- State... Point out or list the main features.
- Comment on... Give your own opinions or views.
- Suggest... Give your own ideas or thoughts.
- Comment on... Give your own opinions or views.

MERIT

- Explain... Give logical reasons to support your views. Provide full details and reasons to support the arguments you are making.
- Compare & Contrast...
- Identify the main factors relating to two or more items and point out the similarities and differences. Identify the main factors in two or more situations, then explain the similarities and differences, and in some cases say which is best and why?
- Interpret...Clarify or explain the meaning
- Summarise...Give an account of the main points
- Significance...Consequence or importance

DISTINCTION

- Analyse... Identify the factors that apply, and state how these are linked and how each of them relates to the topic. Identify several relevant factors, show how they are linked, and explain the importance of each. Breakdown a complex topic into simpler parts, exploring patterns and explaining significance. Could be strengths, weaknesses, conclusions and recommendations.
- Justify... Give reasons for the points you are making so that the reader knows what you are thinking. Give full reasons or evidence to support your opinion.
- Evaluate... Bring together all your information and make a judgement on the importance or success of something. Examine the strengths and weaknesses and judge the merits of particular perspectives

- Recommend... Weigh up all the evidence to come to a conclusion, with reasons, about what would be best.
- Review...Produce a critical assessment
- Investigate...A careful and systematic enquiry into a topic or issue

Course Structure

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism				
Component number	Component title	GLH	Level	How assessed
1	Travel and Tourism Organisations and Destinations	36	1/2	Internal
2	Influences on Global Travel and Tourism	48	1/2	External
3	Customer Needs in Travel and Tourism	36	1/2	Internal Synoptic

How do you work throughout the course?

Your tutor will set assignments throughout your course for you to complete. Each assignment is designed to link to specific learning outcomes and grading criteria. These will take a variety of forms.

Examples could include:

1. Written report
2. Practical demonstration
3. Presentation
4. Poster
5. Role play
6. Blog
7. Podcast
8. Diary
9. Photographic documentation
10. Scripts
11. Witness statement

Plagiarism

What is plagiarism and why is it important?

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. It is very important that you give credit where it is due.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use:

Another person's idea, opinion or theory, · any facts, statistics, graphs, drawings – any pieces of information that are not common knowledge, · quotations of another person's actual spoken or written words, · paraphrase of another person's spoken or written words.

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarising these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or a quote from a website, they must cite that source.

If a writer wants to use visual information from a website, many of the same rules apply. Copying visual information or graphics from a website (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from websites – for example, if a student is constructing a web page as a class project, and copies graphics or visual from other sites, they must also provide details about the source of this information.

Progression

Completing your studies will open many opportunities for the future including careers in:

- Concierge
- Cruiseship Director
- Travel Agent
- Pilot
- Curator
- Life Guard
- Tourist Guide
- Chauffeur
- Travel Guide
- Air Stewards
- Leisure Careers

Useful websites (not an exhaustive list – try Google for others)

<https://www.britishairways.com/en-gb/information/about-ba>

<http://www.kuoni.co.uk/our-difference/history>

<https://www.haystravel.co.uk/about>

<https://www.premierinn.com/gb/en/why.html>

<http://www.thenec.co.uk/>

<https://www.altontowers.com/useful-info/who-we-are/our-mission/>

www.tourismalliance.com

www.wttc.org

Appeals Policy

Aim:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- inform the learner at induction, of the Appeals Policy and procedure
- record, track and validate any appeal
- forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- keep appeals records for inspection by the awarding body for a minimum of 18 months
- have a staged appeals procedure

It will proceed through the following stages:

1. Informal: Learner consults with assessor within 5 working days following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.
 2. Review: A review of assessment decisions by manager and/or internal verifier/lead internal verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.
 3. Appeal hearing: Senior management hear the appeal: last stage by the centre. If unresolved, move to stage 4
 4. External appeal: The grounds for appeal and any supporting documentation must be submitted by the centre to examination board within 14 days of the completion of Stage 4: a fee is levied.
- will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
 - monitor appeals to inform quality improvement.

Copyright and Plagiarism and Malpractice Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where Incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this centre and all qualifications.

In order to do this, the centre will:

- seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- show learners the appropriate formats to record cited texts and other materials or information sources
- ask learners to declare that their work is their own
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Principal and all personnel linked to the allegation.

It will proceed through the following stages:

1. Investigation: Full investigation of the allegation is conducted by the relevant programme manager place. If unresolved, then the issues are documented before moving to stage 2.
2. Review: A review of the investigation decisions by Quality Nominee. Learner/Centre Staff notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.
3. Appeal hearing: Senior management and governor representative hear the appeal: last stage by the centre.

- ensure each stage is recorded, dated and show either agreement or disagreement with decisions. (Documents must be kept for a minimum of 18 months).
- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- give the individual the opportunity to respond to the allegations made
- inform the individual of the avenues for appealing against any judgment made

Where malpractice is proven, this centre will apply the following penalties / sanctions:

1. Formal review: Senior management will consider individual case and identify an appropriate penalty / sanction. If unresolved or further punitive sanctions are required, then the issues are documented before moving to stage 2.
2. Academy Governing Body Subcommittee: A review of formal review decisions by a senior manager and subcommittee members. Stage 2 penalties / sanctions are considered final.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- plagiarism of any nature
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence

- false declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- improper assistance to candidates
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- failure to keep candidate coursework/portfolios of evidence secure
- fraudulent claims for certificates
- inappropriate retention of certificates
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

External Assessment Policy

External Examinations

- All external examinations will be followed in the same format as Vocational, GCSE and A Level examinations according to JCQ regulations.
- Final confirmation of entry numbers and levels will be made by the head of subject and forwarded to the examination officer to make the entries.
- Students will receive a timetable of examination dates and times and any further information required

Online External Examinations

- All examinations will be followed in the same format as Vocational, GCSE and A Level examinations according to JCQ regulations.
- The exam officer will liaise with the IT department before examinations are due to take place to make sure that all of the correct equipment is available and that the IT suite is suitable for examination use with the correct software installed.
- An IT technician will be available on an examination day should any occurrences need to be dealt with.
- Final confirmation of entry numbers and levels will be made by the head of subject and forwarded to the examination officer to make the entries.

Internal Quality Assurance Policy

Aim:

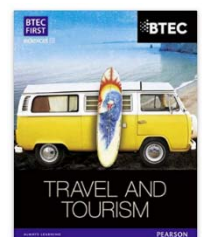
- To ensure there is an accredited lead internal verifier in each principal subject area.
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal verification decisions.

In order to do this, the centre will ensure that:

- The lead internal verifier will oversee effective internal verification systems within each principal subject area
- All staff are briefed and trained in the requirements for current internal verification procedures by the Lead IV
- The effective internal verification roles are defined, maintained and supported
- Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from Travel and Tourism is internally verified, to ensure centre programmes conform to national standards and standards verification requirements
- Secure records of all internal verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice.

Useful books

- Covers all mandatory units
- Visually-appealing learner-friendly format, specially designed for Travel and Tourism students.
- Assessment activities in each unit give students the opportunity to practice for their assignments and deepen their knowledge and understanding.
- Work Space case studies take learners into the real world of work, showing them how they can apply their knowledge in a real-life context.



GOOD LUCK IN YOUR STUDIES
WE HOPE YOU ENJOY THE COURSE!



De La Salle
School

EQUALITY INFORMATION & OBJECTIVES POLICY

Status	Statutory
Responsible Governors' Committee	Full Governing Body
Responsible Person	Headteacher
Ratified Date	October 2019
Review Date	October 2023



Contents:

1. Statement of intent
2. Legal framework
3. Principles and aims
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8. Promoting equality
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10. Appeal process
11. Curriculum
12. Monitoring and review

Statement of intent

“You can perform miracles by touching the hearts of those entrusted to your care.”

At De La Salle we recognise that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

Our Mission statement is clear that as a school we will:

- see each person in our community as an individual with their own talents, needs, hopes, dreams and aspirations.
- provide a holistic education that challenges each of us to achieve our potential and become the person God intended us to be: spiritually, morally, academically, physically and socially.
- walk side by side with our students to help them grow into confident, independent, kind, respectful and tolerant adults, with a strong sense of social responsibility, ready to make a valuable contribution to the world of tomorrow.
- create a safe and supportive environment where those of all faiths, and none, can explore, share, discuss and celebrate their spirituality.

This policy clarifies how we will achieve this and how we have in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

Signed by:

Headteacher

Date:

Chair of Governors

Date:

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedure
- Equal Opportunities Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment

- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- In relation to admissions.
- In the way it provides education for students.
- In the way it provides students access to any benefit, facility or service.
- By excluding a student or subjecting them to any other detriment.

The responsible body for the school is the governing body.

The school's liability not to discriminate, harass or victimise does not end when a student has left the school, but will apply to subsequent actions connected to the previous relationship between school and student, such as the provision of references on former students or access to "old students" communications and activities

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Lasallian Respect Policy.

2. Principles and aims

As stated in our Mission statement, we see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

Our policies, procedures and activities will not discriminate but must take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages that people may face in relation to any protected characteristic.

The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

The school will ensure that all staff comply with the appropriate equality legislation and regulations.

The school's Admissions Policy will not discriminate against any protected characteristic in any way, other than through the legal prioritisation of students by faith, as permitted under the Schools' Admission Code (2014).

The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing body.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive Lasallian attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive, collaborative and Lasallian ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for students with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Roles and responsibilities

The governing body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way other than through the legal prioritisation of students by faith, as permitted under the Schools' Admission Code (2014).
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Where possible, proactively recruit high-quality applicants from under-represented groups.

- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing body.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher or appropriate safeguarding officer.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor students' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Students will:

- Not discriminate or harass any other student or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to their head of year or to another appropriate member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

4. Equality objectives

The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community. To achieve this, the school has established the following objectives:

- Monitor changes to the curriculum to ensure they result in good outcomes for students in all vulnerable groups, and to review the curriculum considering new performance measures
- Offer appropriate qualifications in English and Maths for students in all vulnerable groups

- Implement effective strategies to support students in all vulnerable groups following linear exam courses
- Improve the quality of support for students in all vulnerable groups in the classroom
- Continue to explore the use of new technologies to support students in all vulnerable groups in accessing their learning.

The school will update all published equality documentation annually and will publish its objectives at least every four years.

5. Collecting and using information

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy.

Any personal data the school collects will be processed in accordance with the Data Protection Policy and Workforce Privacy Notice.

6. Publishing information

The school will publish information to demonstrate its compliance with the Act.

The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:

- The school's employees

- Other persons affected by the school's policies and procedures

The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

The school will publish findings in their annual report.

7. Promoting equality

In order to meet our objectives, the school has identified the following priorities:

- The school will provide auxiliary aids that are directly related to disabled student's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.
- Staff will ensure that all students are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- There will be differential schemes of work designed to meet the abilities and learning styles of all students.
- There will be a clearly defined disciplinary system stipulated in the Behavioural Policy, which will be consistently enforced.
- The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet students' needs by using a variety of approaches and planning reasonable adjustments for disabled students, enabling them to take as full a part as possible in the activities of the school.
- The school will ensure there is adequate access to the physical environment of the school.
- The school will improve the delivery of written information to disabled children and young people.
- The school will seek the views of advisory staff, outside agencies and local schools.
- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.

The school will take into account the views of stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

Equality objectives will be published at least every four years commencing on the date of the last publication.

Bullying and prejudice will be carefully monitored and dealt with accordingly.

Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice and we recognise that students and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

The school will ensure that students and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

If incidents continue to occur, the school will address them immediately and report them, where appropriate, to the LA.

9. Appeal process

Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

The school will adhere to the Complaints and Disciplinary Procedures when following the grievance procedure.

10. Curriculum

All students will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the school will take every opportunity to promote and advance equality.

When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

The school will develop an appropriate curriculum for all students in all vulnerable groups.

The school will ensure PSHCE lessons are designed for students to develop their knowledge of the world and the importance of equality.

11. Monitoring and review

The headteacher will review this policy annually, to ensure that all procedures are up-to-date.

The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all members of staff.



De La Salle
School

CHILD PROTECTION, PREVENT AND SAFEGUARDING POLICY

Status	Statutory
Responsible Governors' Committee	Behaviour and Welfare Committee
Responsible Person	P Ross
Ratified Date	October 2019
Review Date	September 2020

OUR MISSION

To provide a safe and inspiring environment where all fulfil their potential.

In keeping with our mission statement, De La Salle School is committed to providing an appropriate and high quality education to all the children in its community. We believe all children have the right to be in a safe environment and having a balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Contents

(The policy is written in different sections to aid reference, the following are sections, not page numbers).

1. Policy statement and principles
2. Safeguarding legislation and guidance
3. Roles and responsibilities Abuse of trust
4. Good practice guidelines and staff code of conduct
5. Abuse of trust
6. Children who may be particularly vulnerable.
7. Helping children to keep themselves safe
8. Female Genital Mutilation (FGM)
9. FGM – mandatory reporting duty
10. Support for those involved in a child protection issue
11. Complaints Procedure
12. If you have concerns about a colleague
13. Allegations against staff
14. Staff training
15. Safer recruitment
16. Site security
17. Extended school/off-site arrangements
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1. Policy statement and principals

This policy is one of a series in the school's integrated safeguarding portfolio.

Ofsted inspects the school's safeguarding arrangements under the judgements for behaviour and safety, and leadership and management, which were GOOD in 2017.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- We review policies at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child Protection Statement

At De La Salle School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Local Safeguarding Partners.

Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support such as supervision.

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio of CPD opportunities

The school will foster an ongoing culture of vigilance to maintain a safer environment for all pupils by:

- Ensuring that senior members of staff have undertaken an approved 'Safer Recruitment' course and are committed to working to the guidelines recommended.
- Checking the suitability of all prospective staff and volunteers during the recruitment process by checking the Independent Safeguarding Authority register of people cleared to work with children as well as carrying out a Disclosure and Barring Service check.
- Formulating an induction policy and programme for new staff, students and volunteers with the emphasis on safeguarding children.

- Ensuring that the Designated Senior Person for Child Protection has undergone suitable training for their role and that this training is refreshed every 2 years.
- Arranging whole school staff training in Child Protection every 2 years. The training to include all staff e.g. teachers, teaching assistants, administration and caretaking staff, and anyone else who has regular contact with the pupils.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Supporting pupils who have been abused by co-operating with other professionals (as recommended by 'Working Together to Safeguard Children', 2015.) to carry out our responsibilities outlined in any Child protection Plan issued at a Child Protection Case Conference.
- Establishing a safer environment in which children can learn and develop.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

2. Safeguarding Legislation and Guidance:

Keeping Children Safe in Education July 2014, updated in 2019

This guidance replaces Keeping Children Safe in Education 2014; updated for September 2019, which replaced:

Safeguarding Children and Safer Recruitment in Education (December 2016); and, Dealing with allegations of abuse made against teachers and other staff (2012).

Keeping Children Safe in Education was also updated for 03/09/19, this policy is now compliant with new guidance.

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

- The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance Working Together to Safeguard Children (2015) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance Keeping Children Safe in Education (2018) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2011. All schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. All staff should read Part One of this guidance and staff can find a copy in the staff Welcome Pack, Progress Leader's rooms and school office.

Research suggests that around 10 per cent of children will suffer some form of abuse, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

Safeguarding Partners'. There are three partners: the local authority, chief officers/commissioners of police and clinical commissioning groups.

The partners have named all schools as 'relevant agencies' which places us under a statutory duty to co-operate with local, published arrangements.

- The three safeguarding partners should agree on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents.
- To fulfil this role, the three safeguarding partners must set out how they will work together and with any relevant agencies.
- All three safeguarding partners have equal and joint responsibility for local safeguarding arrangements.

3. Roles and responsibilities

Key personnel

The designated senior lead (DSL) for child protection is Mr. P. Ross, Deputy Head.
Contact details: email: rossp@delasalleschool.org.uk Tel: 01744 20511

The deputy designated Lead (DDSL) will be Mrs. A De'Ath, Assistant Headteacher - SEND.
Contact details: email: deatha@delasalleschool.org.uk Tel: 01744 20511

The nominated safeguarding governor is: Mrs. T Sims (Chair of Governors)

Contact details: email: CLlrTSims@sthelens.gov.uk Tel: 07740 422474

The head teacher is Mr. A. Rannard

Contact details: email: rannarda@delasalleschool.org.uk Tel: 01744 20511

All schools should appoint a member of the senior leadership team to coordinate child protection arrangements. We have both the DSP and DDSP on the SLT team.

The DSL:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with updates every two years
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of local authority procedures
- has an understanding of locally agreed processes for providing early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- where children leave the school, ensures the child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the Safeguarding Partners
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is regularly reviewed and updated annually
- liaises with the nominated governor and head teacher (where the DSL role is not carried out by the head teacher) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available publicly, on the school's website and by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- works with the head teacher to ensure cases concerning a member of staff are referred appropriately to the Local Authority Designated Officer (LADO) and/or the Disclosure and Barring Service (DBS)

The deputy designated person(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The governing body ensures that the school:

- appoints a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSP role is explicit in the role holder's job description
- has a child protection policy and procedures, including a staff code of conduct that is reviewed annually and made available publicly on the school's website and by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children
- Develops a training strategy that ensures all staff, including the head teacher, receives information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated. The DSL receives refresher training at two-yearly intervals
- ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection
- ensures that the school contributes to inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- Considers how pupils may be taught about safeguarding, including online as part of a broad and balanced curriculum.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with the Safeguarding Partners' and national guidance.

The local safeguarding partnership has now replaced the Section 175 audit with quality assurance visits to the school. A report will be generated pointing out any areas for improvement. It is part of the governing body's duties to ensure any weaknesses are rectified without delay.

The head teacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

4. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils we have agreed staff standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and LSCB procedures
- referring all concerns about a pupil's safety and welfare to the DSP, or, if necessary directly to police or children's social care
- following the school's rules with regard to communication with pupils and use of social media and online networking

5. Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's staff standards set out our expectations of staff and is signed by all staff members.

6. Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

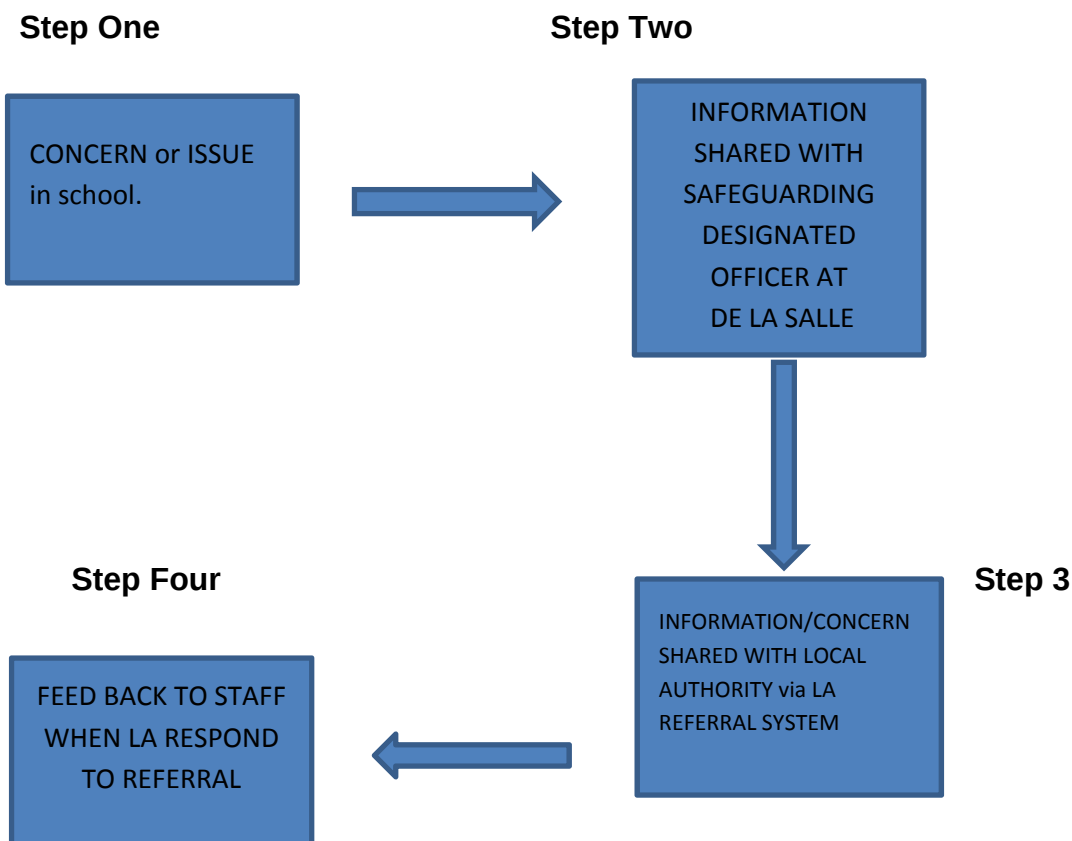
To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups (County Lines)
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child”.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions.

The **school action** is as follows if there is a concern.



School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

This policy will be reviewed annually by the nominated Governor for Child Protection and the Senior Designated Person for Child Protection.

7. Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHCE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

8. Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (p42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual **to report it to the police**.

9. Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

10. Support for those involved in a child protection issue

Child abuse is devastating for the child and can result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (*DSL*) who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

11. Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate

them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the head teacher and governors. An explanation of the complaints procedure is included in our policy documentation.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

12. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors.

Staff are made aware of the NSPCC's whistleblowing helpline (0800 028 0285) where they can report any concerns over any of the school's safeguarding procedures.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action

13. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the headteacher. Allegations against the head teacher should be reported to the chair of governors. Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action. The DSL and Head would normally refer to the Local Area Designated Officer (LADO) for advice or an assessment.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2018).

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

14. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff and governors will receive an explanation during their induction which includes the school's child protection policy, reporting and recording arrangements, the staff code of conduct and details for the DSL. All staff, including the head teacher and governors will receive training that is regularly updated and the DSP will receive training updated at least every two years, including training in inter-agency procedures.

Appendix 1 is the one-sheet quick reference guide for staff.

Supply staff and other visiting staff are given the school's Visiting Staff Leaflet information.

15. Safer Recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education – part 1 (2018) together with the Safeguarding partners and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- provide evidence of their right to work in the UK
- be interviewed.

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

At least one member of each recruitment panel will have attended safer recruitment training. The Chair of Governors, the Headteacher, DSL and DDSL are all trained in safer recruitment.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy in the Welcome pack. The school obtains written confirmation from supply agencies that agency staff have been appropriately checked.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

16. Site security

Visitors to the school, including contractors, are asked to sign in at Reception and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The head teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. The DSL also has a duty to alert the Headteacher to any physical, site issues that pose a potential risk to children.

17. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place and risk assessments completed.

18. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. See Data Policy post-GDPR.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

19. Online Safety

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults

and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. School is under a duty to inform the police in cases where indecent images of children have been sent to others. This would include sexting and the new offence of upskirting.

Particular issues experienced by our students are:

- sending or receiving indecent images of other children
- the 'mob' mentality of bullying that can develop when a safeguarding issue happens in school
- sending inappropriate verbal messages - sexting

The school's e-safety policy is being reviewed this year, after further staff CPD has taken place. It explains how we try to keep pupils safe in school – such as our very sensitive firewall software (Securus). Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. Staff also receive advice regarding the use of social networking and electronic communication with pupils. Pupils must have mobile phones switched off and out of sight from 8.30am until 3pm. If they are seen they are confiscated. The school is committed to educating its staff, governors and parents to keep our children safe in an increasingly online world. To this end we have started an accreditation process with National Online Safety (NOS). This is a company providing CPD for staff, parents and governors as well as enhanced training for the DSL, DDSL and Pastoral Support Managers. This will form the bulk of the safeguarding CPD for the year 2019-2020. The aim is to provide a better service to our students in keeping them safe online and is a direct response to the volume of issues we are seeing in daily practice.

The Department for Education issued new guidance to schools in June 2019, Teaching Online Safety in Schools. This contains helpful advice in subject-specific form which outlines opportunities in curricula to cover essential elements of online safety. The school is seeking accreditation in online safety which forms an important part of the whole-school approach that this guidance recommends.

20. Categories of abuse

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2013).

21. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All pupils and parents

receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the head teacher and the DSP will consider implementing child protection procedures.

22. Peer-on-Peer Abuse

This can cover many different types of behaviour – including the new crime of upskirting.

Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Serious Violent Crime

All staff and governors will receive training on indicators and guides to spotting it. E.g.

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

23. Further Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied

- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL immediately
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern in CPOMS
- Seek support for yourself if you are distressed

If you are concerned about a pupil’s welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the CPOMS system to record their concern. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

24 If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- not promise confidentiality
- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances ask investigative questions** – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSP even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the CPOMS system. Do not leave the referral or leave it to the end of the day (when the child will have left for the day)
- staff should seek support if they feel distressed

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care.

25. Referral to Safeguarding Partners

The DSL will make a referral to children’s social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

At the referral stage school is asked to assess the level of need.

Level 1

Universal care or the care school would normally access and deliver.

Level 2 Child in Need/Early Help

Here the school would normally offer the family an Early Help Assessment which sets up regular Family Action Meetings (FAMs) with the family and other agencies. Level 2 also allows access, where the safeguarding partner deems appropriate, to enhanced services such as Family Intervention Workers or CAMHS. Families are managed using the EHAT (Early Help Assessment Tool) which is an online record of activities and action points needed to help the family.

Level 3 – Child Protection

This is where there is a clear risk of harm and would normally initiated a children and families assessment and the allocation of a social worker. It may initiate an Initial Child Protection Conference (ICPC) where the safeguarding partners and agencies hold a joint meeting to assess the risk to the child which may, in turn, lead to a Child Protection Plan.

Level 4 – Immediate Action

There is a major and imminent risk of harm to the child requiring immediate referral to relevant partners.

St. Helens is in the process of adopting the 'Signs of safety' model:

- What's working well? (Existing strengths and safety) Are parents engaging with professionals and what difference has this made?
- What are possible concerns?
- What needs to happen? (Future safety planning) What do you want CYPS to do with this information?

If the referrer suspects criminal activity, they must inform the police using the 101 system unless the crime is taking place at the moment when they should ring 999.

26. Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

27. CSE – Criminal Sexual Exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL. An

appropriate referral will be made to the safeguarding partnership in any cases of suspected CSE and reported to the police if laws have been potentially broken.

28. CE – Criminal Exploitation

Being so close to Liverpool, St Helens children are at a particular vulnerability to exploitation by criminal gangs. Phenomena such as 'County Lines' have been discussed with students, staff and governors and the importance of tracking any absence or CME (children missing in education) worries.

29. Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated senior person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

30. Procedures and Record-Keeping

Child protection information will be stored and handled in line with GDPR principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals using the CPOMS system.

Every effort will be made to prevent unauthorised access, and sensitive information is not stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. GDPR has overtaken this somewhat and school does not allow portable memory devices to be used at school as it moved to secure online access over the last two years.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the head teacher or DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

31. Reporting directly to safeguarding partners

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the head teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Related safeguarding portfolio policies:

- Staff code of conduct
- Behaviour Policy
- Complaints procedure
- Tackling bullying
- SEN
- Managing allegations
- Grievance and disciplinary

32. Special Circumstances

Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

P. Ross is the designated LAC champion.

Children staying with host families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in Keeping Children Safe in Education, Annex C to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable

33. De La Salle – Preventing Radicalisation

At De La Salle we promote British values within the framework of Lasallian values. Given the overwhelming demographic nature of the school, it is unsurprising that no PREVENT referrals have been received and no-one has been referred to CHANNEL.

It is, however, worth noting that we have had incidents of Islamophobic comments and school must always be cognisant of the fact that radicalisation can be in both directions. It is not all about Islamic radicalisation but also includes radicalisation to the far-right that can result in the dreadful scenes at the Finsbury Park Mosque in June 2017. We also aware that being inducted into a gang can be a form of radicalisation, especially vulnerable to this is our cohort of white, working class boys.

What is the Prevent duty?

The Counter-Terrorism and Security Act, which came into force on 1 July 2015, requires certain authorities, including schools, to "have due regard to the need to prevent people being drawn into terrorism". This is known as the 'Prevent duty'.

The duty covers all types of extremism, whether political, religious or ideological.

The duty to protect pupils from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, similar to the responsibility to protect pupils from harm caused by, for example, drugs, gangs, neglect or sexual exploitation.

The Prevent duty is consistent with schools' existing duties, such as the requirement to abide by the Equality Act 2010, promote 'fundamental British values', secure a balanced presentation of political issues and promote community cohesion.

This section has been added to the Child Protection Policy but should be taken in conjunction with the Statement of British Values, the Anti-Bullying Policy and the Equality Policy. The school's ethnic make-up is as follows in 2018-2019.

Count of Ethnicity	Gender		
	Female	Male	Grand Total
Any other Asian background	8	4	12
Any other Black background	1		1
Any other ethnic group	1	2	3
Any other mixed background	5	4	9
Any other White background	7	4	11
Black Caribbean	1		1
Chinese	1	2	3
Indian	5	3	8
Information Not Yet Obtained	8	5	13
Refused	1		1
White - British	567	554	1121
White and Asian	2	2	4
White and Black African	1	3	4
White and Black Caribbean	3	1	4
Grand Total	611	584	1195

We have currently have no pupils about whom we are concerned around the issues of links with terrorism. We keep this under constant review.

Staff Training

All staff underwent the 'Introduction to Safeguarding' training provided by the LA in the year 17-18 as well as signing to say they had read KCSIE 2018. This has been repeated in year 18-19

to include updated guidance from September 2018. Staff also completed a safeguarding quiz at Easter – results available on request.

What should staff do if they have a concern?

Staff follow the normal safeguarding procedures using CPOMS. The DSL will then complete a PREVENT referral where appropriate.

Part of this response would be to provide a 'safe space' for the pupil to talk and to support the further steps required by the police or local authority.

The pupils follow the themes of the equality policy.

We devised a bespoke unit of work within PSHCE for a half-term. We followed this with work on refugees and led into British Values.

De La Salle aims to be nimble with the content of PSHCE and other subjects such as RE and History in responding to topical events and issues.

We will ensure that these vital issues are included in the drop-down provision we are introducing next year.

School is working with student groups such as the 17-19 society on issues such as knife crime and LGBT rights.

Appendix 1 – quick reference guide for staff

Safeguarding is everyone's duty and everyone **must** have read the school's child protection and safeguarding policy and part 1 of Keeping Children Safe in Education, 2019. This is a statutory duty and school has to check that it has taken place. All members of the school community should feel confident to report any concerns over the safety of any other member of the community. If there are areas of safeguarding that you feel you need more training on, you should inform P. Ross.

Should a student, parent, member of staff or governor suspect a child is at risk they should:

1. Complete an incident form on CPOMS alerting P. Ross and Anna De'Ath as soon as possible, the Head of Year and Pastoral Support Manager should also be included on the alert.
2. P. Ross/A. De'Ath will co-ordinate appropriate actions.

If there is a concern about the P. Ross or A. De'Ath the issue should be referred to the Head. If the concern is with Mr. Rannard or in the actions or procedures that school has taken or follows, the member of the community should contact Teresa Sims, Chair of Governors. Alternatively, they could ring the NSPCC's whistleblowing hotline - **Call 0800 028 0285** or **Email help@nspcc.org.uk**

Key issues from analysis of 2018-2019 at De La Salle are:

- The overrepresentation of pupil premium in safeguarding alerts.
- Online safety – sending and receiving images on phones and cyberbullying
- Substance misuse – cannabis especially



De La Salle
School

HEALTH AND SAFETY POLICY

Status	Statutory
Responsible Governors'	Business Committee
Responsible Person	Business Manager
Ratified Date	September 2019
Review Date	September 2020

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GENERAL STATEMENT OF INTENT

1.0 INTRODUCTION

1.1 Health and Safety at Work etc, Act, 1974

The Health and Safety at Work etc, Act, 1974 places a duty on employers to safeguard so far as is reasonably practicable, the health, safety and welfare of their employees and the health and safety of persons not employed but who may be affected by their work activities such as pupils and visitors.

1.2 General Statement of Health & Safety

This is a statement for De La Salle School.

De La Salle School accepts its responsibilities under the Health and Safety at Work etc. Act, 1974, for providing a safe and healthy workplace and working environment for all its employees, pupils, visitors and other persons who may be affected by its activities.

The Headteacher and School Governors will take all reasonable steps to ensure that St. Helens Council's Health & Safety Policy and the accompanying Policies and Procedures are implemented and monitored throughout the School.

It is essential for the success of this Safety Policy that employees recognise their responsibilities under Section 7 of the Act in co-operating with management and taking care of them-selves and other persons whilst at work.

2.0 ORGANISATION

Responsibility for the day to day implementation and monitoring of this Policy lies with the Headteacher so far as is reasonably practicable.

However, the Governing Body recognises that some of these duties may be successfully allocated to other members of staff; such as a Site Safety Co-ordinator, Heads of Department or Bursar, under guidance from the Headteacher.

2.1 Responsibilities

At De La Salle School, the following person(s) have specific responsibilities for health and safety.

The Headteacher is responsible for the circulation of Safety Information, Guidance, Codes of Practice.

The Site Manager is responsible for ensuring that accidents are investigated and recorded on the appropriate format.

The Site Manager is responsible for the weekly test of the fire alarm.

The Site Manager is the Safety Co-ordinator for this site.

2.2 Health and Safety Communication

A successful Health and Safety Policy relies heavily on effective communication and in particular making sure that all staff are aware of their role and have all necessary information concerning the health, safety and welfare of all members of staff, pupils and visitors.

This School has identified the following meetings as being the most appropriate to both disseminate and receive matters on health and safety:-

Weekly staff briefings
Head of Department meetings
Whole staff training
Support staff meetings
Meetings of Professional Associations
Governors' Business Committee

The School Health & Safety Policies and Procedures, copies of other Health and Safety Information, Guidance, Codes of Practice and associated literature are kept at the following location(s):

Q:\WELCOME PACK\Welcome (September [YEAR])\Policies\Health and Safety

2.3 Emergency Contacts

In the case of an emergency outside of School hours contact:

1	Headteacher: Mr Andrew Rannard Telephone number: 07516 729348
2	Deputy Headteacher: Mr Paul Ross Telephone number: 07709 301934
3	Site Manager: Mr Ian Fairweather Telephone number: 07739 650316

Useful Numbers

Name	Telephone No.
Corporate Health & Safety Section	01744 671740/673231
Occupational Health Nurse	01744 677022
Security Service	01744 676728
School Nurse	01744 627566

3.0 RESPONSIBILITIES

3.1 The Governors

The Governing Body has a direct responsibility for health and safety in the School. They will ensure they are fulfilling their legal requirements and that persons using the premises are safe and without risk to health. All these responsibilities are, for the purpose of day to day management, delegated to the Headteacher.

Governors will, however, ensure that they:

- Approve the school Statement of Safety Policy (this document) and ensure that it is brought to the attention of all staff;
- Receive all reports on health and safety resulting from any inspection, audit or monitoring carried out by the School, the Local Authority (LA) or an enforcement agency such as the Health and Safety Executive

Governors will be expected to make reports on health and safety matters to:

- The LA when requested to do so for the purpose of monitoring the LA's implementation of its own health and safety policy;
- Parents, through Governors' Minutes, Annual Reports, etc.

3.2 The Headteacher

The overall responsibility for the School's health and safety management system and implementation of the safety policy rests with the Headteacher, who shall:

- Set up arrangements in the School to cover all legal requirements for health, safety and welfare;
- Ensure that a programme of risk assessment, as required by the Management of Health & Safety at Work Regulations has been carried out on behalf of the employer for all activities under their control.
- Ensure the Governing Body are kept up to date with any new legislation, regulation or provision relevant to health and safety in schools;
- Be available to any member of staff to discuss health and safety problems not solved at a lower level or through the established arrangements;
- Report to the Governing Body those instances in which the Head's executive authority does not allow the elimination or reduction of risk to a satisfactory level, but to take all necessary short term measures to avoid danger pending rectification;
- Be available to any Trade Union appointed safety representatives and co-operate with them as far as is reasonable in their efforts to carry out their functions. To receive written reports from any such safety representatives and respond in writing within a reasonable time;
- Establish a safety committee within three months of receiving a written request from two Trade Union Safety Representatives of the staff at the School;
- Ensure that a system is in place for the reporting, recording and investigating of accidents and that all reasonable steps are taken to prevent recurrence;
- To review regularly
 - i) the provision of first aid in the School;
 - ii) the emergency (fire) procedures;
- Monitor the dissemination of safety information throughout the School;
- Report to the Governors matters relating to health and safety;
- Ensure that all staff have received appropriate safety training and supervising Teachers

have the appropriate qualifications/specialist training for the activities taught/equipment used.

- Co-operate with the LA Health and Safety Advisor.
- Ensure that suitable and sufficient welfare facilities are provided for the number of staff and pupils intending to use them.

3.3 The School Health and Safety Co-ordinator

The School Health and Safety Co-ordinator shall:

- Co-ordinate the whole School programme of Health and Safety by ensuring full consultation and participation of all staff, through appropriate meetings and consultation;
- Carry out inspections of the School at least once per term and inform the Headteacher of any problems/deficiencies and ensure that the appropriate action has been taken;
- Administer the system for reporting, recording and investigating accidents and take all reasonable steps to prevent recurrences. Report as necessary to the LA/appropriate office;
- Disseminate safety information within the School;
- Ensure that new employees are inducted with regards to health & safety arrangements and issued with a copy of the School's Health and Safety Policy (this document) and given the opportunity to read it;
- Ensure that employees promoted or given additional responsibilities, are briefed so they have a clear understanding of the role and the standards expected of them
- Ensure that effective arrangements are in force to facilitate safe evacuation of the buildings in case of fire or other emergency and that fire-fighting equipment is available and maintained;
- Arrange for contractors and visitors to be informed of any hazards on site of which they may be unaware and the emergency procedures;
- Ensure temporary employees are given sufficient information, training and supervision to enable them to be safe and without risk to health;
- Liaise with the LA's appointed Health and Safety Advisor when carrying out and updating risk assessments;
- Ensure that health surveillance for staff is provided when appropriate.

Should the health & safety co-ordinator be absent, these responsibilities shall revert to the Headteacher.

3.4 Heads of Department

Heads of Department:

- Have a general responsibility for the application of the LA's and School's Health & Safety Policy within their own department or area of work and are directly responsible to the Headteacher for the application of safety measures and procedures within their department;
- Shall, where necessary, establish and maintain safe working procedures including arrangements for ensuring, so far as reasonably practicable, safety and absence of risk to health in connection with the use, handling, storage and transport of articles and substances (e.g. chemicals, boiling water, guillotines);
- Shall deal with any health and safety problems referred to them by a member of staff

- and refer to the Headteacher if they cannot resolve any of these problems;
- Shall carry out a regular safety inspection of the activities for which they are responsible and, where necessary, submit a report to the School Health and Safety Co-ordinator with a copy to the Headteacher;
- Shall ensure as far as is reasonably practicable the provision of sufficient information instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own safety;
- Shall, where appropriate, seek advice and guidance from the relevant LA Advisor or Officer;
- Shall propose to the Headteacher or School Health and Safety Co-ordinator any requirements for safety equipment and welfare facilities.

3.5 All Employees

The Health and Safety at Work etc, Act, (1974) and Management of Health and Safety at Work Regulations (1999), require every employee whilst at work to take reasonable care for the health and safety of themselves and of any other persons, including pupils and visitors, who may be affected by their acts or omissions at work.

All employees are expected:

- To know the special safety measures and arrangements to be adopted in their own working areas and ensure they are applied;
- To inform the Headteacher, the School Health and Safety Co-ordinator or their Line Manager of any training they feel they need to carry out their responsibilities;
- To report any health & safety concerns to the Headteacher, the School Health and Safety Co-ordinator or their Line Manager;
- To use and not wilfully misuse, neglect or interfere with things provided for their own safety and/or the safety of others;
- To co-operate with other employees in promoting improved safety measures in their School;
- To co-operate with the appointed safety representatives and enforcement officers of the Health and Safety Executive or Environmental Health;
- To exercise effective supervision of the students, giving clear instructions and warnings as necessary and know the emergency procedures in respect of fire, bomb scare and first aid and to carry them out;
- To know the special safety measures to be adopted in their own teaching areas and to ensure that they are applied;
- To follow any instructions and warnings as required;
- To follow safe working procedures;
- To wear protective clothing when required;
- To make recommendations to their Head of Department e.g. on safety equipment and on additions or improvements to equipment or machinery;
- To regularly check all equipment, protective clothing, furniture and their environment (heating, lighting, etc.) and report any defects to the Schools Health and Safety Co-ordinator.

3.6 Pupils

The pupils are expected;

- To exercise personal responsibility for their own safety and other pupils;
- To observe standards of dress consistent with safety and/or hygiene (this includes items of 'jewellery');
- To observe all safety rules of the School and, in particular, the instructions of teaching staff given in an emergency;
- To use and not wilfully misuse, neglect or interfere with things provided for his/her safety.

3.7 Parents

Parents have a responsibility to:

- Make provision for full time education;
- Abide by/support the rules and regulations of the school;
- Comply with the School Safety Policy (this document);
- Act as a 'reasonable parent'.

3.8 Visitors

Regular visitors and other users of the premises should observe the safety rules of the School. In particular adult volunteers will be made aware of health and safety arrangements applicable to them by the teacher to whom they are assigned.

3.9 Volunteers

Headteachers must ensure that all volunteers are aware of the School's Health and Safety Policy and practical safety issues as part of their induction, prior to working in the school. Records of inductions will be retained by the Headteacher.

4.0 ARRANGEMENTS

4.1 First Aid

The Health and Safety (First Aid) Regulations, 1981 cover all employees, teaching and non-teaching in Schools and education establishments. Pupils and students are not covered by the regulations, but these must still be considered.

Headteachers shall undertake a first aid needs assessment to determine the schools required provision, taking into consideration the circumstances of the site, the workforce and the hazards and risks that may be present.

The DfE recommend that schools have suitable first aid facilities and a sufficient number of trained persons, normally 1 First Aider for every 50 employees. In estimating additional provision sufficient to cover pupil numbers, 1 First Aider for every 150 pupils is normally held to be a reasonable ratio.

Where a premises comes under the remit of the Early Years Foundation Stage framework (EYFS), there is a mandatory provision for schools and early years providers in Ofsted registered settings attended by young children (i.e. children from birth to the academic year in which a child has their fifth birthday), to provide at least 1 Paediatric First Aider. In order to maintain cover these premises should ensure that they have a minimum of 2 Paediatric First Aiders.

Every School should have suitably equipped first aid boxes in easily accessible places, together with one in each laboratory, gymnasium/sports hall, workshop and food technology/catering area.

Where Automated External Defibrillators (AEDs) have been installed, it is recommended that the school have sufficient numbers of trained persons. Inspections of AEDs will be undertaken by the Site Manager on a recorded basis.

Further detail with regards to First Aid provision can be found within the Corporate First Aid at Work Policy, accessible via St Helens Schools Portal

The School's First Aiders and AED operators are listed below.
Contact details of first aiders are displayed in prominent locations around the school.

First Aiders

Name	Location	Refresher Due
Rebecca Aldred	Maths	March 2021
Anne Carrera	Library	February 2020
Sue Clague	Cover Supervisors	February 2020
Deborah Cunliffe	Learning Assistants	February 2022
Amy Dahl	Learning Assistants	March 2021
Ian Fairweather	Site Manager	March 2020
Paul Leighton	PE	December 2020
Stan Millea	Performing Arts	February 2020
Sarah Moran	Year 9 Office	December 2020
Marion Quigley	Learning Assistants	March 2021
Caroline Skinner	Performing Arts	February 2020
Phil Smith	Science	December 2020
Maggie Walker	Learning Assistants	March 2021

AED Operators

Name	Location
Ann-Marie Billing	Learning Assistants
Sue Clague	Cover Supervisors
Amy Dahl	Learning Assistants
Ian Fairweather	Site Manager
Gareth Fletcher	PE
Paul Leighton	PE
Marion Quigley	Learning Assistants
Julie Royle	Cover Supervisors
Pauline Taylor	Maths
Stuart Tucker	Learning Assistants

Role of First Aiders

1. To ensure first aid boxes are stocked, regularly checked and refilled.
2. To ensure that records are kept of all first aid treatment.
3. To administer treatment in accordance with the first aid training they have received.

First Aid Kits

Adequately stocked (clearly marked) first aid kits shall be provided and all employees shall be made aware of their location. A suggested list of contents is contained within the First Aid at Work Policy.

Where tap water is not readily available for eye irrigation, sterile water or sterile normal saline in sealed disposable containers should be provided. Each container should hold at least 300 ml.

Additional materials such as; foil blankets, disposable aprons, individually wrapped moist wipes can be contained should the first aid needs assessment indicate their requirement.

It should be noted that first aid kits should contain only the items that a first aider has been trained to use and they should not contain medication of any kind.

4.2 Accident Reporting Procedures

Schools should ensure that they have a responsible person appointed to take charge of the safe keeping and management of all accident records for the site.

Schools have a duty to record -

- (i) any accident to any person occurring on school premises;
- (ii) any accident to a member of staff at any location whilst on school business;
- (iii) any accident to a pupil off-site whilst under the supervision of a member of staff e.g. school trips.

Completed Accident Support forms must be passed to the responsible person named in section 2.1. prior to inputted onto the electronic system.

Copies of the St. Helens Council Accident Support Forms are available via the St Helens Schools' Portal

Further detail Accident Reporting and Dangerous Occurrences Reporting Procedures are contained within the Health & Safety Policy and Procedures on the St Helens Schools Portal. Briefly they require:

Accidents involving Employees and Members of the Public

- (i) All personal injuries to be recorded on the St. Helens Council online Accident Reporting System.
- (ii) Any fatalities, specified injury accidents and dangerous occurrences must be notified immediately to the HSE by the quickest available means (normally by telephone).
- (iii) Personal injuries to employees resulting in over 7 days absence to be reported to the Health and Safety Executive (HSE) via their online reporting system within 15 days of the occurrence.

In the cases of (ii) & (iii) above, the Headteacher must be informed immediately, followed by the Corporate Health & Safety Section, who will, in consultation with the Headteacher,

notify the Health & Safety Executive (HSE).

Pupil Accidents

- (i) All minor injuries will be entered into a suitable record book kept on site. An example sheet is appended to the Accident Reporting Procedure.
- (ii) Any fatalities, specified injury accidents and dangerous occurrences must be notified immediately to the HSE by the quickest available means (normally by telephone).

In the cases of (ii) above, the Headteacher must be informed immediately, followed by the Corporate Health & Safety Section, who will, in consultation with the Headteacher, notify the Health & Safety Executive (HSE).

4.3 Fire Safety

The Regulatory Reform (Fire Safety) Order 2005 (RRO) requires a “Responsible Person” to be named, who will ensure that the premises comply with the Order. This has been determined to be the Headteacher.

The Responsible Person shall ensure that a Fire Risk Assessment has been completed for the site by a competent person and that it is kept under review by the school on an annual basis so that it remains valid. Where any structural or procedural changes occur the assessment shall be reviewed by a competent person.

The assessment should be accessible and available for inspection by the Fire Authority.

At De La Salle School, regular fire drills and walk through inspections will be carried out in order to ensure that basic fire prevention procedures are observed.

In addition, Building Bulletin 100 (BB100), Design for Fire Safety in Schools Produced by the Department for Children, Schools and Families (DCSF), recommends that for each establishment a Fire Safety Manager is appointed. This need not be the Headteacher, but can be delegated to a member of the Senior Leadership Team.

The named Fire Safety Manager is Andrew Fletcher.

The main duties of the Fire Safety Manager include:

- Managing the school to minimise the incidence of fire (fire prevention) e.g. good housekeeping and security;
- Producing an Emergency Fire Plan;
- Checking the adequacy of fire-fighting equipment and ensuring its regular maintenance;
- Ensuring fire escape routes and fire exit doors/passageways are kept unobstructed and doors operate correctly;
- Ensuring that fire detection and protection systems are maintained, tested and suitable records are kept;
- Ensuring any close down procedures are followed.
- Ensure that suitable arrangements are in place for out of hours activations of the fire alarm, either by the school staff or the security force acting on their behalf.
- Ensuring there are disability evacuation provisions within the emergency fire plan.

Schools are visited on a regular basis by Merseyside Fire & Rescue Service who will make recommendations in relation to means of escape, means for giving warning, the means for fighting fire and any particular hazards present on the premises.

Fire Awareness Training

The Headteacher shall ensure that all site based staff undertake the Fire Awareness e-learning training course.

Fire Drills

A schedule of fire drills has been established on the basis of one drill per term.

Andrew Fletcher has been nominated to organise the fire drills.

A record of the fire drills and fire alarm tests using the St Helens Council Fire Safety Logbook will be maintained. The Responsible Person shall audit the fire log book on a regular basis to ensure that all tests of fire-fighting equipment and fire safety critical systems within the premises are being undertaken at the recommended frequencies.

Fire Emergency Action

1. If a fire is discovered raise the alarm via the nearest fire alarm call point.
2. On hearing the fire alarm all staff, pupils and visitors, should leave the premises and make their way to the fire assembly point.
3. Where any person is unable to self-evacuate, they should follow their individual Personal Emergency Evacuation Plan (PEEP) under the direction of their Teacher/Manager.
4. Doors and windows should be closed as classrooms and corridors are vacated.
5. All laboratory, experimental equipment and apparatus should be turned off.
6. The Headteacher or his/her Deputy will telephone for the Fire and Rescue Service or detail some other member of staff to do so.
7. When the pupils are assembled the roll will be called via the register. Should there be any absentees, an immediate search will be made by the Emergency Services.
8. Until the Fire and Rescue Service arrives, the staff should, after the pupils are safely evacuated and accounted for, remain at the fire assembly point until re-entry of the building is allowed by the Fire and Rescue Service.

Means of Escape

Regular inspections shall be made of means of escape, to ensure that they are kept free from obstruction. If it is found that they are even partially blocked, for example, furniture or rubbish, immediate action must be taken to clear the obstruction. Inspection shall also include a visual check that all fire safety signs e.g. direction of escape route, are in place

and clearly visible. Immediate action will be taken to replace or expose to view any sign which is not visible.

Fire Fighting Equipment

Fire-fighting equipment will be used only by trained staff when they are confident in their ability to douse a small blaze, in most cases they should leave the area immediately by the nearest escape route.

Fire extinguishers will be subject to an annual inspection by a competent contractor.

Fire-fighting equipment including extinguishers, blankets, hose reels, sand buckets will also be checked weekly for:

- (i) Its correct location
- (ii) Vandalism
- (iii) Obstruction
- (iv) Sand buckets should be full and not contain any rubbish.

Fire Alarm Systems

The fire alarm system should be tested at a pre-determined time on a weekly basis via a different alarm point on each occasion. Where a link has been established between the alarm and monitoring service, this must be checked on each occasion to ensure it is fully operational. All tests must be recorded within the St Helens Council Fire Safety Log Book.

Ian Fairweather is responsible for the weekly alarm test at this site.

The day and time of the test is Thursday at 7.30am.

This will ensure that in addition to checking the system as a whole, all call alarm points are checked on a regular basis. Any sounding of the alarm outside of the agreed time should be treated as an evacuation. Any visitors or contractors should be informed of tests.

Emergency Lighting

A system function test including the operation of all emergency lighting should be undertaken on a monthly basis, with the results recorded within the St Helens Council Fire Safety Log Book.

Fire Doors

Fire doors play an essential role in prohibiting the spread of smoke and fire, but only if they are closed and stay closed during a fire.

Fire doors are often wedged open or propped open with fire extinguishers or litter bins, therefore, such practices should be discouraged.

Weekly checks will, therefore, be carried out to inspect all fire doors as well as door furnishings such as hinges, glazing, push bar mechanisms and self-closing devices. Faults found in any mechanism shall be reported for immediate attention.

4.4 Electrical Safety

The Electricity at Work Regulations (1989) require employers to ensure that all electrical equipment used in the workplace is safe to use, properly maintained and without risk to health.

- The fixed electrical circuits, etc, within the school should be inspected and tested at least every five years by a competent person.
- Where wiring is subject to damage and abuse (e.g. surface wiring in temporary classrooms) and in external areas such as greenhouses, it should be similarly inspected every three years.
- Any additions or changes to the school's wiring must be inspected and tested by a competent person before power is applied.
- The electrical circuits associated with stages/theatre halls should be inspected annually.
- Schools should keep an inventory of all electrical equipment (including portable and transportable items) and it should not be possible for apparatus previously discarded as defective to slip back into use.

The person responsible for ensuring that departmental inventories of equipment are drawn up is Ian Fairweather.

All electrical faults must be reported to the Site Manager.

- Equipment which was not manufactured to current standards may require modification (e.g. pottery kilns with exposed elements that can be touched).
- Home-made or modified equipment shall not be used.
- All electrical equipment operating at over 50 volts should be visually checked each term and any defective items rectified.
- Any hand-held equipment that has an exposed metal case should be inspected and tested by a competent person each year.
- Any double insulated equipment (i.e. no exposed metal casing) should be visually inspected for any damage to the insulation of the item, cable sheath or plug each time it is used.
- Where equipment is used outside the building via flexible cable a residual current device (RCD) should be used in the supply circuit. (RCDs work by sensing any difference in the current flowing in the two power supply lines. If, because of an insulation failure, damage, etc., an additional current flows to earth from either line, possibly via a person, the power is switched off in a fraction of a second. The trip sensitivity is predetermined; up to 30 mA will provide protection against electrical shock to earth. RCDs do not, however, provide any protection against a shock caused by connection between live and neutral).

Portable Appliance Testing

The majority of potentially dangerous faults will be picked up by formal visual checks, carried out by a competent person or by informal visual checks carried out by users.

Electrical testing where the needs for such has been identified must be carried out by a competent person. This will be a member of staff such as a Technician, who has been trained in the use of adequate test equipment, or a suitably qualified electrical contractor.

A detailed procedure on the testing and examination of portable electrical equipment is available on the St Helens Schools' Portal

4.5 Control of Substances Hazardous to Health (COSHH)

The COSHH Regulations 2002, (as amended), require employers to assess the risks to the health of employees posed by the use of toxic, harmful, irritant and corrosive substances, these include many substances used in Design and Technology & Art Design, Science Departments and where schools directly employ Caretakers and/or Cleaners.

More detailed information is contained in the booklet: Working with substances hazardous to health - A brief guide to COSHH (INDG136 rev5).

A risk assessment looks at the ways in which the use of a substance(s) can give rise to harm and the steps required to reduce that harm. The duty to carry out such assessment will normally rest with the Head of Department, though the responsibility may be delegated to another person. In all but the most simplest of cases, the assessment must be recorded.

General risk assessments have been drawn up by CLEAPSS for most substances in use in Design and Technology & Art Design and Science.

For other substances not covered by these general assessments, a suitable & sufficient assessment must be completed. A standard proforma for COSHH Assessments has been drawn up by the LA. Copies of the proforma assessment form and guidance on its completion are available on the St Helens Schools' Portal.

Secondary Schools should ensure that they have the following publications all of which contain guidance on compliance with COSHH:-

G235 - Management of Risk Assessment in D & T: CLEAPSS

L196 - Managing Risk Assessment in Science: CLEAPSS

HazCards: CLEAPSS

4.6 Asbestos Containing Materials

In accordance with the requirements of the Control of Asbestos Regulations 2012, a survey has been conducted to determine the location and condition of asbestos containing material within the school.

The Headteacher shall ensure that all site based staff are made aware of the location of the asbestos report and understand its contents.

The Headteacher shall ensure that Asbestos Awareness e-learning training has been completed by those members of staff with responsibilities for the building, those who may undertake inspections or those who may work on the fabric of the building.

The Headteacher shall also ensure that any persons carrying out building/maintenance works are made aware of the survey report and the location of known or suspected asbestos containing materials. The 'Confirmation of access sheet' provided with survey should be signed by the contractor to evidence this.

4.7 Glass and Glazing

A survey of all glass and glazing panels has been conducted in accordance with the requirements of Regulation 14 Workplace (Health, Safety and Welfare) Regulations 1992. The survey shall be kept in an accessible location and be available for inspection by enforcing authorities.

4.8 Pupils with Medical Needs

Whenever possible, pupils with medical needs will be supported in such a way as to minimise any disruption to their education. The arrangements in place for this school reflect the DfE Guidance Supporting pupils at School with Medical Conditions (December 2015) and the policy and procedures put in place by the Local Authority and Clinical Commissioning Group around particular tasks and conditions. When new conditions or medical tasks emerge the school will seek the guidance of the Local Authority in order to determine what arrangements can be put in place. The School Nurse is available to answer any concerns that may arise, and can be contacted on 01744 627566.

4.9 Outdoor Education Activities and School Trips

This school recognises the importance of ensuring that outdoor education activities and school trips are planned and organised in such a way as to minimise risks to pupils, staff and helpers.

To this end the school will follow the LA Guidelines for Health & Safety of pupils on Educational Visits (March 2013).

The Business Manager has responsibility for onsite advice/co-ordination of offsite trips and educational activities.

4.10 Fixed Play Equipment

The Headteacher shall ensure that any new fixed outdoor play equipment is designed and installed by a competent contractor who operates within the requirements of BSEN 1176 and BSEN 1177. A post installation inspection of new fixed outdoor play equipment shall be undertaken by an independent organisation, in consultation with property support/school surveyors.

Whether new or existing fixed outdoor play equipment, the Headteacher shall ensure that:

- Risk assessments are conducted to identify the hazards, determine suitable precautions and help devise the management system for the fixed play equipment. Certain play equipment may become slippery in cold or wet conditions; these items of equipment should be identified as part of the risk assessment process and sufficient precautions put in place to make them safe for use or place out of action if it is not possible.
- Operational procedures are in place that define the arrangements around the use of the equipment. These arrangements must be communicated to staff and pupils and should specify the level of supervision for each area.
- Inspections of fixed play equipment is undertaken at the following recommended intervals:

Routine:

Daily visual inspection of the equipment must be carried out by the member of staff supervising the play/curriculum activity prior to the use of the equipment. This visual inspection should include a visual check of the play surface around the equipment, including any gated and fenced areas, and any obvious structural defects on the play equipment itself.

Weekly recorded visual inspection by a competent member of staff, ie Caretaker or nominated member of staff. Looking at the basic condition of the equipment, especially faults due to recent vandalism, breakages and also cleanliness of the playground.

Operational:

Quarterly recorded operational inspection by a trained RPII Play Inspector. This inspection will look in more detail at the condition of the equipment, providing a quality control check on the more regular inspections and identifying wear and tear on the equipment.

Annual:

Annual main inspection by an independent competent person who is an accredited member of a relevant recognised trade body such as: Association of Play Industries or Register of Play Inspectors International. Looking at vandalism, wear and tear, long term structural problems, standard compliance and design.

- Provisions are in place for repairs and maintenance.

5.0 CURRICULUM SAFETY MATTERS

The following sections apply primarily to secondary schools, although Section 5.3 Physical Education applies to all schools

5.1 Science

Head of Department shall ensure that:

- A Science Department Health & Safety Policy is developed and maintained, documenting the arrangements that are in place within the Department. This is to be read in conjunction with the school's General Health & Safety Policy. The Departmental Policy should be provided to all members of staff, ie, Teachers, Technicians, Trainees, etc, working within the Department on a recorded basis.
- Teaching staff and Technicians have access to CLEAPSS Science Handbook and CLEAPSS Hazcards and other CLEAPSS guidance and teaching resources.
- Risk Assessments for any activity where there is a significant hazard (whether carried out by the Pupils, Teachers or Technicians) are produced and documented to ensure that suitable controls are implemented. These must be regularly reviewed to ensure changes in legislation, hazard classification of chemicals, improvements in practical methods, advances in best practice, etc, are considered. The findings of the risk assessment must be communicated to all relevant staff on a recorded basis.
- They undertake audits of the Science Department, on at least an annual basis, to ensure that it is running effectively and safely. An audit of teaching, preparation and store rooms, and the equipment within them, will help identify the nature of hazards, and risks which result from using equipment and rooms. The audit will also help pinpoint where action is needed to reduce the risk and the outcomes of the audit be addressed, to minimise risk.
- Equipment, including fume cupboards, are adequately maintained and tested by a

competent Engineer and is within the current test period. The testing shall be organised on behalf of the school by the School's Property Services Officer. The results of tests shall be retained for inspection.

- An up-to-date list of chemicals used in the department, their amounts, location and hazard classification is maintained.
- Each member of staff is issued with employee guidelines on Safety in Science Laboratories which can be found in the CLEAPSS Science Laboratory Handbook.
- The CLEAPSS Hazcards are kept up to date and COSHH assessments have been carried out where required.
- The gas pipework is visually inspected annually by a competent person and a programme to check soundness of gas supply pipe work is completed once every five years. The testing shall be organised on behalf of the school by the School's Property Services Officer.
- Gas taps/valves are checked at regular intervals for ease of operation, soundness and damage and that the appropriate signs are in place.
- All Teaching staff supply each pupil with a copy of the Laboratory Rules. Additionally, that the Laboratory Rules are continuously enforced throughout the academic year.
- Laboratory rules for pupils are displayed within each Laboratory/Classroom.
- Any non-science staff who have to supervise any class in a Laboratory have been briefed in the Laboratory Rules.

Class Teachers shall ensure that:

- They have read, understand and abide by the content of the Department Health and Safety Policy.
- They consult any model risk assessments (ie, Hazcards) or special risk assessments that have been provided/produced by the employer, and adjust them as necessary for the class and circumstances of the particular lesson.
- The gas isolation valve is operational at the start of each class/lesson.
- All relevant safety equipment is checked, including fire extinguishing media, prior to the commencement of any practical lesson.
- They supply each pupil with a copy of the Laboratory Rules and that these are continuously enforced throughout the academic year.

Ionising Radiations and Radioactive Substances

St Helens Council have appointed a Radiation Protection Officer under the Ionising Radiation Regulations 2017 to liaise with the Radiation Protection Advisor on the management and use of the sources held by schools, monitor that records of sources are accurate and ensure sources are checked for leakage at suitable intervals.

The Radiation Protection Officer is a member of the Corporate Health & Safety Team and can be contacted on 01744 673236.

Where schools hold radioactive sources, the Head of Science shall ensure that:

- A trained Radiation Protection Supervisor is made responsible for the effective supervision and storage of sources of ionising radiation in accordance with LA Guidelines and that the radiation source log book is kept up to date.
- Refresher training is scheduled at regular intervals for the Radiation Protection Supervisor to maintain competence levels.
- All relevant staff have access to CLEAPSS L93 Managing Ionising Radiations and

**Advice on Ionising Radiation can be provided by the Corporate Health & Safety
Section (01744) 673236 and/or CLEAPSS.**

5.2 Design and Technology & Art and Design

Both Design and Technology and Art and Design in schools encompass a range of material areas, including food, textiles, resistant materials, graphics, ceramics, and ICT/computing.

Head of Department shall ensure that:

- A Design and Technology & Art and Design Department Health & Safety Policy is developed and maintained, documenting the arrangements that are in place within the Department. This is to be read in conjunction with the school's General Health & Safety Policy. The Departmental Policy should be provided to all members of staff, ie, Teachers, Technicians, Trainees, etc, working within the Department on a recorded basis.
- Risk assessments for any activity where there is a significant hazard (whether carried out by the Pupils, Teachers or Technicians) are produced and documented to ensure that suitable controls are implemented. These must be regularly reviewed to ensure changes in legislation, hazard classification of chemicals, improvements in practical methods, advances in best practice, etc, are considered. The findings of the risk assessment must be communicated to all relevant staff on a recorded basis.
- An audit of the Design and Technology & Art and Design Department is undertaken on at least an annual basis to ensure that it is running effectively and safely. An audit of teaching, preparation and store rooms, and the equipment within them, will help identify the nature of hazards, and risks which result from using equipment and rooms. The audit will help pinpoint where action is needed to reduce the risk and the outcomes of the audit be addressed, to minimise risk.
- An up-to-date list of chemicals used in the department, their amounts, location and hazard classification is maintained.
- COSHH assessments have been carried out on substances within their department and that information on their use, storage and disposal has been given to staff. Where COSHH assessments are not available, the Head of Department must notify the Corporate Health & Safety Section who will assist in the undertaking of a COSHH assessment.
- Teaching staff and Technicians operating/tutoring on woodwork/metalwork and gas or electric welding/cutting equipment are competent by virtue of them holding a recognised training award or having received approved training in:-
 - a) The correct use of the machine;
 - b) Methods of using the guards and other safety devices connected with the machine.
- Teaching staff and Technicians are provided with refresher training on at least a five yearly cycle, to ensure that their competencies are maintained.
- They retain a central copy of all training certificates held by staff.
- Pupils do not use the following woodworking machinery and that this is enforced by Teaching staff:
 - o Circular Saw
 - o Surface Planer/Thicknesser
 - o Single Spindle Moulding Machine
- Pupils operating woodwork, metalwork or welding/cutting machinery are subject to immediate supervision at all times.

- Teachers/Technicians operating or tutoring on the use of woodwork, metalwork or heat process equipment have access to the following reference guidelines:-
 - o BS 4163: 2014 Code of Practice: Health and safety for design and technology in schools and similar establishments.
 - o CLEAPSS Model Risk Assessments for Design and Technology and Art and Design in Schools and Colleges
- The names of those employees authorised to operate machinery are clearly displayed adjacent to the machine.
- Hazard/warning signs conforming to BS5378 are displayed where appropriate to indicate hazards, ie guards over moving parts, mandatory PPE to be worn, emergency stops.
- Local exhaust ventilation equipment is adequately maintained and within current test certification (14 months). The testing shall be organised on behalf of the school by the the school's Property Services Officer. Copies of the tests results shall be retained for inspection for at least 5 years.
- Adequate provision is made for the storage of compressed gases in accordance with BS 4163: 2014. Advice on storage of compressed gases can be obtained from the Corporate Health & Safety Section.
- Class rules for pupils in Design and Technology & Art and Design are displayed within each room.
- A sufficient supply of protective equipment is provided for pupils operating machinery/equipment:
 - o Ear defenders/plugs
 - o Eye protection
 - o Gloves

Kilns

Kilns are separated from the main teaching area by means of a specific kiln room or a secure fence or cage providing a physical barrier.

- Pupils using equipment are adequately supervised.
- Teaching staff and Technicians have been issued with suitable personal protective equipment when working with dry clay and powdered glazes:-
 - o Respiratory protection
 - o Eye protection
 - o Gloves

Teachers/Technicians shall ensure that:

- They have read, understand and abide by the content of the Department Health and Safety Policy.
- They consult any CLEAPSS Model Risk Assessments or special risk assessments that have been provided/produced by the employer, and adjust them as necessary for the class and circumstances of the particular lesson.
- Pupils operating machinery/equipment are issued with and wear the appropriate personal protective equipment in accordance with the risk assessment for the machine/equipment.
- Pupils do not operate the following woodworking machinery:
 - o Circular Saw
 - o Surface Planer/Thicknesser
 - o Single Spindle Moulding Machine
- Pupils using equipment are adequately supervised.

5.3 Physical Education

Head of Department shall ensure that:

- A Physical Education Department Health & Safety Policy is developed and maintained, documenting the arrangements that are in place within the Department. This is to be read in conjunction with the school's General Health & Safety Policy. The Policy should be provided to all members of staff working within the Department on a recorded basis.
- Supervising Teachers have the appropriate qualification/training for the activities taught as outlined in the afPE Publication: Safe Practice in Physical Education, School Sport and Physical Activity (2016).
- Risk Assessments are undertaken for activities within Physical Education, School Sport and Physical Activity. Guidance (Risk Assessment in Physical Education for St Helens Schools) produced by the LA for reference has been issued to all schools.
- Gym equipment is within current test period and adequately maintained and inspected before use. The inspection shall be organised on behalf of the school by the school's Property Services Officer.
- Pupils using PE equipment are adequately supervised in accordance with the guidance given in the afPE publication.
- Checks of goalposts (rugby/football) are being undertaken before use and on a regular basis. Guidelines produced by the Football Association regarding inspection regimes for football posts are issued to all schools.

The Class Teacher shall ensure that:

- They carry out a cursory visual check of equipment and the playing surface/area prior to the commencement of Physical Education activities.
- Pupils using PE equipment are adequately supervised in accordance with the guidance given in the afPE publication.
- Areas used for physical education, school sport and physical activity are thoroughly inspected and any necessary preparation works carried out prior to the class commencing. This includes ensuring that landing areas such as sandpits are raked and softened and playing fields are cleared of obvious debris immediately prior to use.
- Goalposts (rugby/football) are checked before use and on a regular basis following the Football Association's Guidelines issued to the school.

5.4 Drama Theatres

Head of Department shall ensure that:

- Staff and Technicians operating/tutoring on theatre lighting/equipment are competent by virtue of them holding a recognised training award or having received approved training.
- All theatre lighting and associated equipment is thoroughly examined and tested on an annual basis.
- All hired electrical equipment is within current certification (12 months).
- Staff erecting/using temporary access equipment are competent by virtue of them holding a recognised training award or having received approved training.
- The use of the following equipment is under the control of a competent person:
 - o Smoke and Vapour effect units
 - o Lasers

- o Strobe Lights
- o Pyrotechnics
- Risk Assessments for any activity where there is a significant hazard (whether involving Pupils, Teachers, Technicians or members of the public) are produced and documented to ensure that suitable controls are implemented. These must be regularly reviewed to ensure they remain valid.

Examples may include:

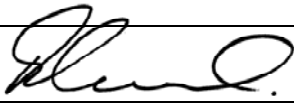
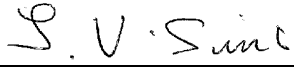
- o Use of props and climbing on furniture
- o Operation of special effects
- o Operation and changing of lighting, involving work at height
- o Performances

Smoke/vapour effect units must only use water based fluids. The use of Dry Ice Units is prohibited.

5.5 Work Experience/Placements

This school recognises the importance of ensuring that work experience/placements are planned and organised in such a way as to minimise risks to pupils.

Placement providers shall be vetted prior to use by school staff. To this end, the school will follow the HSE guidelines on Young People and Work Experience (INDG 364 rev1) 2013.

Signed		(Headteacher)
Signed		(Chair of Governors)



De La Salle School

SEND POLICY

Status	Statutory
Responsible Governors' Committee	Curriculum Committee
Responsible Person	J. McCann
Ratified Date	November 2019
Review Date	September 2020



DE LA SALLE SCHOOL SEN & DISABILITY POLICY

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
Part 3 Duties on Schools – Special Educational Needs Co-ordinators
Schedule 1 regulation 51– Information to be included in the SEN information report
Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

1 The kinds of special educational need for which provision is made at the school

At De La Salle School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need, which do not occur as frequently and with which the school is less familiar, but we can access training and advice from external agencies so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Autism, MLD, Social and Communication Difficulties, and Physical Disabilities. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At De La Salle we monitor the progress of all pupils four times a year to review their academic progress. We also use a range of assessments with all the pupils at various points: Reading, Spelling and Numeracy Assessments and in class assessments by individual departments.

Where progress is not sufficient in individual subjects, teachers will first put in an intervention to support the learner. If concerns continue the SEN department may put in extra support, this can be support from their pastoral support manager, support in class from a learning assistant or short-term withdrawal work on a one to one basis.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine if there is a learning difficulty. At De La Salle School we are experienced in using the following assessment tools: reading and spelling assessment, Dyslexia and Dyscalculia screeners. If we cannot assess in school, we have access to external advisors who are able to advise us on the appropriate assessment, e.g. Educational Psychologist or LSS teacher.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the pupil profile will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas. When pupils arrive in year 7 they will all have a reading, spelling and number assessment.

If these assessments do not show adequate progress is being made the pupil profile will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In September 2018, we employed a primary school teacher (Miss Neill) to work with our most vulnerable pupils in year 7. This is known as the greenhouse and provides a nurturing curriculum for those pupils identified by primary school and parents/carers as needing a high level of support on transition to secondary school. The curriculum is based in the enrichment centre and is a small class, they spend 50% of their timetable with Miss Neill focusing on literacy, numeracy, humanities and social and emotional skills. The curriculum is delivered through a 'topic based' approach. The greenhouse pupils are part of a form group and spend 50% in mainstream subject specialist lessons such as computing, art and science. They are

monitored across the year, and if ready, they will transition into more mainstream lessons. In addition to this, there is a small cohort of pupils in year 8 whom work with Miss Neill on developing their literacy and numeracy skills and have been disapplied from Spanish. The greenhouse is dependent to long term funding.

In De La Salle School the quality of teaching is judged to be Requires Improvement at our last Ofsted inspection and the school is working closely with the Local Authority to improve this to good.

3d additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and these will be identified on the pupil's provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

3e how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at De La Salle School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3f support that is available for improving the emotional and social development of pupils with special educational needs

At De La Salle School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. in form time or by the pastoral support managers attached to each year group and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide additional support through work with their year group pastoral support manager.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at De La Salle School is Miss J McCann who is a qualified teacher and has completed the PGCE National Award for SEN Co-ordination and also holds an MA in SEN.

Miss J McCann is available on 01744 20511 or mccannj@delasalleschool.org.uk, or alternatively Miss S Graham, senior learning assistant, can be contacted at grahams@delasalleschool.org.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training:

- ASC training
- Dyslexia training
- Teaching low ability learners and pupils with MLD.

In addition the following teachers have received the following enhanced and specialist training:

- Mrs Bullock is head of our ASC Provision and she is a trained SEN teacher with specialism in ASC.

Where a training need is identified beyond, this we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, etc. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of St Helens Local Authority.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at De La Salle School are invited to discuss the progress of their children on 1 occasion a year at parent's evenings and receive a written report 3 times per year on their progress. In addition we are happy to arrange meetings outside these times. All such provision will be recorded, tracked and advice given via a pupil profile.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

Our nominated SEN Governor is Mrs Susan Jamieson; she meets regularly with the SENCO. The normal arrangements for the treatment of complaints at De La Salle School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENCO, pupils' pastoral support manager, progress leader or assistant head teacher attached to their year group to resolve the issue before making a formal complaint to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies: -

- The Educational Psychology service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to seek advice from the LASCS service

11 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At De La Salle School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. During the summer term of year 6, the SENCO and senior learning assistant will meet with SENCOs from our feeder primary schools to discuss pupils who are due to start with us in the Autumn term. The aim of meeting with the primary SENCOs is for us to get an idea of the needs of those pupils on the SEN register and any support we will need to put in place for starting in September. We will then be able to attend any annual reviews for those pupils in receipt of additional funding. We have a transition programme in place for those with SEN or more vulnerable pupils whom can visit the school on a weekly basis during the Summer term, this is in excess of the usual visits year 6 pupils will attend. At year 11, we are working more closely with post 16 providers to ensure that information is passed on so support can continue once they have left De La Salle.

12 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.sthelens.gov.uk/what-we-do/schools-and-education/sen-the-local-offer/> and parents without Internet access should make an appointment with the SENCO for support to gain the information they require.