

# STUDENT WELFARE POLICY



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## 1. SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

### a. Administering and Safe Storage of Medicines at School

All students at this school with medical conditions have **easy access to their emergency medication**.

Some students carry and administer their own emergency medication. These students carry their emergency medication with them at all times, except if they are controlled drugs as defined in the Misuse of Drugs Act 1971. This is also the arrangement on any off-site or residential visits.

Students who do not carry and administer their own emergency medication know where their medication is stored and how to access it.

All use of medication defined as a controlled drug, even if the student can administer the medication themselves, is done under the supervision of named members of staff at this school. This school understands the importance of medication being taken as prescribed.

For medication where no specific training is necessary, any member of staff may administer prescribed and non-prescribed medication to students under the age of 16, but only with the written consent of the student's parent.

Training is given to all staff members who agree to administer medication to students, where specific training is needed. The local authority provides full indemnity.

Parents at this school understand that if their child's medication changes or is discontinued, or the dose or administration method changes that they should notify the school immediately.

If a student at this school refuses their medication, staff record this and follow procedures. Parents are informed as soon as possible.

All staff attending off-site visits are aware of any students with medical conditions on the visit. They receive information about the type of condition, what to do in an emergency and any other additional support necessary, including any additional medication or equipment needed.

If a student misuses medication, either their own or another student's, their parents are informed as soon as possible. These students are subject to the school's usual disciplinary procedures.

#### **SAFE STORAGE**

Emergency medication is readily available to students who require it at all times during the school day or at off-site activities e.g. if a child has a serious allergy we store epi-pens, antihistamines and other controlled drugs, and also medication for epilepsy. All controlled drugs are stored in a locked cupboard in the medical room which is inaccessible to unsupervised students. First Aiders ensure the room is kept locked when not in use and ensure the correct storage of medication.

Some students at this school carry their emergency medication on them at all times. Students keep their own emergency medication securely, and parents complete a Health Plan.

All non-emergency medication is kept in a lockable room. Students with medical conditions know where their medication is stored and how to access it. Staff ensure that medication is only accessible to those for whom it is prescribed.

There are identified members of staff who ensure the correct storage of medication at school. All controlled drugs are kept in a locked room and only named staff have access, even if students normally administer the medication themselves.

First Aiders regularly check the expiry dates on all medication stored at school. First Aiders, along with the parents of students with medical conditions, ensure that all emergency medication brought into school is clearly labelled with the student's name, the name and dose of the medication and the frequency of dose. This includes all medication that students carry themselves. All medication is supplied and stored, wherever possible, in its original containers. All medication is labelled with the student's name, the name of the medication, expiry date and the prescriber's instructions for administration, including dose and frequency.

Medication is stored in accordance with instructions, paying particular note to temperature. Some medication for students at this school may need to be refrigerated. All refrigerated medication is kept in a refrigerator used for the storage of medication in the lockable medical room and is inaccessible to unsupervised students.

Sharps boxes are used for the disposal of needles. The sharps box in this school is stored in a lockable medical room. Collection and disposal of the sharps box is arranged with the local authority's environmental services.

Students are allowed to carry up to 4 tablets of non-emergency medication e.g. paracetamol or ibuprofen for their own use.

## **b. Health Care Plans**

This school uses a Healthcare Plan to record important details about individual children's medical needs at school; their triggers, signs, symptoms, medication and other treatments. Further documentation can be attached to the Healthcare Plan if required.

A Healthcare Plan, accompanied by an explanation of why and how it is used, is sent to all parents of students with a long-term medical condition. This is sent at enrolment or when a diagnosis is first communicated to the school.

If a student has a short-term medical condition that requires medication during school hours, a medication form is available for the student's parents to complete.

The parents, healthcare professional and student with a medical condition are asked to fill out the Healthcare Plan together. Parents then return these completed forms to the school. The school ensures that the relevant Pastoral Manager is available to help draw up a Healthcare Plan for students with complex healthcare or educational needs.

Healthcare Plans are used to create a centralised register of students with medical needs. The Pastoral Manager has responsibility for their year group register at this school. The Pastoral Manager follows up with the parents any further details on a student's Healthcare Plan required or if permission for administration of medication is unclear or incomplete.

Parents at this school are regularly reminded to update their child's Healthcare Plan if their child has a medical emergency or if there have been changes to their symptoms (getting better or worse), or their medication and treatments change.

Staff at this school use opportunities such as teacher–parent interviews and home–school diaries to check that information held by the school on a student's condition is accurate and up to date.

Every student with a Healthcare Plan at this school has their plan reviewed by the Pastoral Manager at least once a year.

Parents and students at this school are provided with a copy of the student's current agreed Healthcare Plan. Healthcare Plans are kept in a secure central location at school.

Apart from the central copy, specified members of staff (agreed by the student and parents) securely hold copies of students' Healthcare Plans. These copies are updated at the same time as the central copy.

This school ensures that all staff protect student confidentiality.

Pastoral Managers regularly update staff and first aiders with relevant medical information about a student who has a health plan including other, more general matters, which may impact on a child's mental health e.g. a bereavement.

### **c. Medical Conditions**

#### **CORE STATEMENT**

Heanor Gate Science College is an inclusive community that aims to support and welcome students with medical conditions who currently attend and to those who may enrol in the future.

Heanor Gate Science College aims to provide all students with all medical conditions the same opportunities as others at school. We will help to ensure they can:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being once they have left school

At Heanor Gate:

- We understand that certain medical conditions are serious and can be potentially life-threatening, particularly if ill managed or misunderstood.
- All staff understand their duty of care to children and young people in the event of an emergency, and that all staff feel confident in knowing what to do in an emergency.
- All staff understand the common medical conditions that affect children at this school. Staff receive training on the impact this can have on students.
- We aim to include all students with medical conditions in all school activities.
- Students with medical conditions are encouraged to take control of their condition. We want students to feel confident in the support they receive from the school to help them do this.

- We want carers of students with medical conditions to feel secure in the care their children receive at this school.
- The medical conditions policy is understood and supported by the whole school and Heanor Health Centre.

## **POLICY FRAMEWORK**

The policy framework describes the essential criteria for how the school will meet the needs of children and young people with long term conditions.

### **This school is an inclusive community that supports and welcomes students with medical conditions.**

It provides children with medical conditions with the same opportunities and access to activities (both school based and out-of-school) as other students. No child will be denied admission or prevented from taking a place in this school because arrangements for their medical condition have not been made.

This school will listen to the views of students and parents.

Students and parents should feel confident in the care they receive from this school and the level of that care meets their needs.

### **The medical conditions policy is supported by a clear communication plan for staff, parents and other key stakeholders to ensure its full implementation.**

Students, parents, relevant local healthcare staff, and other external stakeholders are informed of and reminded about the medical conditions through clear communication channels.

This occurs throughout the student's time at Heanor Gate Science College and includes when the child is enrolled as a new student, via the school's website, where it is available all year round, in the school newsletter at several intervals in the school year and via staff handbooks.

### **All staff understand, and are trained in, what to do in an emergency for children with medical conditions at the school.**

All school staff, including temporary or supply staff, are aware of the medical conditions at this school and understand their duty of care to students in an emergency.

All children with a medical condition at this school have an individual health care plan (IHP), which explains what help they need in an emergency. The IHP will accompany a student should they need to attend hospital. Parental permission will be sought and recorded in the IHP for sharing the IHP within emergency care settings.

If a student needs to attend hospital, a member of staff will stay with them until a parent arrives, or accompany a child taken to hospital by ambulance. They will not take students to hospital in their own car.

### **The school has clear guidance on the storage of medication and equipment at school. This can be found in the First Aid and Medical policy.**

The school has clear guidance about record keeping. This can be found in the First Aid and Medical policy. The school ensures that the whole school environment is inclusive and favourable to students with medical conditions. This includes the physical environment, as well as social, sporting and educational activities.

Each member of the school and health community knows their roles and responsibilities in maintaining and implementing an effective medical conditions policy.

This school works in partnership with all relevant parties including the student (where appropriate), parent, school's governing body, all school staff, employers and healthcare professionals to ensure that the policy is planned, implemented and maintained successfully.

**The medical conditions policy is regularly reviewed, evaluated and updated. Updates are produced every year.**

In evaluating the policy, this school seeks feedback from key stakeholders including students, parents, school health care professionals, specialist nurses and other relevant healthcare professionals, school staff, local emergency care services, governors and the school employer. The views of students with medical conditions are central to the evaluation process.

#### **d. First Aid**

Heanor Gate Science College recognises that:

First aid can save lives and prevent minor injuries becoming major ones. Under health and safety legislation employers have to ensure that there are adequate and appropriate equipment and facilities for providing first aid in the workplace. We accept the guidance provided by the DfE in their publication entitled:

“Guidance on first aid for schools, a good practice guide”

The minimum first-aid provision is:

- a suitably stocked first-aid container
- an appointed person to take charge of first-aid arrangements
- information for employees on first-aid arrangements

We also accept that this minimum provision must be supplemented with a risk assessment to determine any additional provision. Also first-aid provision must be available at all times while people are on school premises, and also off the premises whilst on school visits.

#### **First Aid in school – who is responsible?**

##### ➤ **THE EMPLOYER**

The governing body is the employer in city technology colleges, voluntary-aided, non-maintained special, grant-maintained and grant maintained special schools; and **academies**.

##### ➤ **THE GOVERNING BODY**

Where the governing body is the employer it has responsibility for health and safety matters within the school, with managers and staff also having responsibilities.

The employer must arrange adequate and appropriate training and guidance for staff who volunteer to be first aiders/appointed persons. The employer must ensure that there are enough trained staff to meet the statutory requirements and assessed needs, allowing for staff on annual/sick leave or off-site.

➤ **THE HEAD TEACHER**

The head teacher is responsible for putting the governing body's policy into practice and for developing detailed procedures. The head teacher should also make sure that parents are aware of the school's health and safety policy, including arrangements for first aid.

➤ **TEACHERS AND OTHER SCHOOL STAFF**

Teachers' conditions of employment do not include giving first aid, although any member of staff may volunteer to undertake these tasks. Teachers and other staff in charge of students are expected to use their best endeavours at all times, particularly in emergencies, to secure the welfare of the students at the school in the same way that parents might be expected to act towards their children. In general, the consequences of taking no action are likely to be more serious than those of trying to assist in an emergency.

**WHAT ARE THE MAIN DUTIES OF FIRST AIDERS?**

First aiders must complete a training course approved by the Health and Safety Executive (HSE). At school, the main duties of a first aider are to:

- give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at school;
- when necessary, ensure that an ambulance or other professional medical help is called.

**WHAT IS AN APPOINTED PERSON?**

An appointed person is someone who takes charge when someone is injured or becomes ill; looks after the first-aid equipment e.g. restocking the first-aid container; ensures that an ambulance or other professional medical help is summoned when appropriate.

It is good practice to ensure that appointed persons have emergency first aid training/refresher training, as appropriate. They normally last four hours and cover the following topics:

- what to do in an emergency
- cardiopulmonary resuscitation
- first aid for the unconscious casualty
- first aid for the wounded or bleeding

Emergency first-aid training should help an appointed person cope with an emergency and improve their competence and confidence.

**REASSESSMENT OF FIRST-AID PROVISION**

The governing body and/or head teacher should regularly review the school's first-aid needs (at least annually), and particularly after any changes, to ensure the provision is adequate. Where minimum numbers of trained first aiders are set, these should be monitored to ensure that these standards are being met.

## PROVIDING INFORMATION

The employer or the manager with the delegated function (usually the head teacher) must inform all staff (including those with reading and language difficulties) of the first-aid arrangements. This should include the location of equipment, facilities and first-aid personnel, and the procedures for monitoring and reviewing the school's first-aid needs.

Including first-aid information in induction programmes will help ensure that new staff and students are told about the first-aid arrangements. It is good practice to include such information in a staff handbook.

## HOW MANY FIRST-AID PERSONNEL ARE REQUIRED?

There are no rules on exact numbers. Employers have to make a judgement based on their own circumstances and a suitable and sufficient risk assessment.

Governing bodies/head teachers should consider the likely risks to students and visitors, as well as employees, when drawing up policies and deciding on the numbers of first-aid personnel.

The HSE provide guidance on numbers of first-aid personnel based on employee numbers. As a general guide, they recommend that *'a lower risk place of work (e.g. shops, offices, libraries), with fifty to one hundred employees should consider having at least one first aider'*.

Schools will generally fall into the lower risk category.

When considering how many first-aid personnel are required, the governing body/head teacher should also consider:

- Adequate provision for lunchtimes and breaks. It is good practice to encourage lunchtime supervisors to have first-aid training
- First-aid provision for off-site activities i.e. school trips. If a first-aider accompanies pupils off-site, will there be adequate first-aid provision in the school?
- Adequate provision for practical departments, such as science, technology, home economics, physical education
- Adequate provision for out of hours activities e.g. sports activities, clubs

## QUALIFICATIONS AND TRAINING

A first aider must hold a valid certificate of competence, issued by an organisation whose training and qualifications are approved by the HSE.

First Aid at Work certificates are only valid for **three years**. Employers should arrange refresher training and retesting of competence before certificates expire. If a certificate expires, the individual will have to undertake another full course of training to become a first aider. However, employers can arrange for first aiders to attend a refresher course up to three months before the expiry date of their certificate. The new certificate takes effect from the date of expiry. Schools should keep a record of first aiders and certification dates.

## FIRST AID MATERIALS, EQUIPMENT AND FACILITIES

Employers must provide the proper materials, equipment and facilities at all times. First-aid equipment must be clearly labelled and easily accessible.

## HOW MANY FIRST-AID CONTAINERS SHOULD A SCHOOL HAVE?

Every employer should provide at least one fully stocked first-aid container for each site. The assessment of a school's first-aid needs should include the number of first-aid containers.

Additional first-aid containers will be needed for split-sites/levels, distant sports fields or playgrounds, any other high risk areas and any offsite activities.

All first-aid containers must be marked with a white cross on a green background.

The siting of first-aid boxes is a crucial element in the school's policy and should be given careful consideration. If possible, first-aid containers should be kept near to hand washing facilities.

## CONTENTS OF A FIRST-AID CONTAINER

There is no mandatory list of items for a first-aid container. However, the HSE recommend that, where there is no special risk identified, a **minimum** provision of first-aid items would be:

- a leaflet giving general advice on first aid
- 20 individually wrapped sterile adhesive dressings (assorted sizes);
- two sterile eye pads;
- four individually wrapped triangular bandages (preferably sterile);
- six safety pins;
- six medium sized (12cm x 12cm) individually wrapped sterile un-medicated wound dressings;
- two large (18cm x 18cm) sterile individually wrapped un-medicated wound dressings;
- one pair of disposable gloves.

A school's first-aid procedures should identify the person responsible for examining the contents of first-aid containers. These should be checked frequently and restocked as soon as possible after use.

## TRAVELLING FIRST-AID CONTAINERS

The HSE recommend that, where there is no special risk identified, a **minimum** stock of first-aid items for travelling first-aid containers is:

- a leaflet giving general advice on first aid.
- six individually wrapped sterile adhesive dressings;
- one large sterile un-medicated wound dressing - approximately 18cm x 18cm;
- two triangular bandages;
- two safety pins;
- individually wrapped moist cleansing wipes;
- one pair of disposable gloves.

Additional items may be necessary for specialised activities.

## FIRST-AID ACCOMMODATION

Employers must provide suitable and sufficient accommodation for first aid according to the assessment of first-aid needs identified. The Education (School Premises) Regulations 1996 require every school to have a suitable room that can be used for medical or dental treatment when required, and for the care of pupils during school hours. The area, which must contain a wash basin and be reasonably near to a WC, need not be used solely for medical purposes, but it should be appropriate for that purpose and readily available for use when needed.

## **MEDICAL EMERGENCIES**

**All medical staff understand, and are trained in, the school's general emergency procedures.**

All school staff know what action to take in the event of a medical emergency. This includes:

- how to contact emergency services and what information to give
- who to contact within the school
- the importance of contacting parents immediately

Action to take in a general medical emergency is issued to all staff via Staff Handbook and First Aid updates.

If a student needs to be taken to hospital then an ambulance will be called and parents contacted, when parents arrive they will accompany their child in the ambulance.

If parents can be contacted, but are unable to reach school before the ambulance departs, then permission will be gained and a member of staff will accompany the student in the ambulance and stay with them until a parent arrives.

Generally, staff should not take students to hospital in their own car, unless parents cannot collect the child to take them to hospital themselves and the Principle First Aider does not think that an ambulance should be called in this instance. In such circumstances permission will be obtained from parents and **two members of staff including a First Aider** will take the student to Ilkeston Hospital and wait until parents arrive.

The driver will have appropriate insurance for carrying students in their car and the First Aider will continue to care for the student until they arrive at the hospital.

## **Reporting Accidents and Record Keeping**

### **STATUTORY REQUIREMENTS**

Under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) some accidents must be reported to the HSE. The employer must keep a record of any reportable injury, disease or dangerous occurrence. This must include: the date and method of reporting; the date, time and place of the event; personal details of those involved and a brief description of the nature of the event or disease.

### **WHAT ACCIDENTS TO EMPLOYEE DO SCHOOLS NEED TO REPORT?**

The following accidents must be reported to HSE if they injure either the school's employees during an activity connected with work, or self-employed people while working on the premises:

- accidents resulting in death or major injury (including as a result of physical violence)
- accidents which prevent the injured person from doing their normal work for more than five days (including acts of physical violence).

### **HOW SHOULD SCHOOLS REPORT THEM?**

HSE must be notified of **fatal and major injuries and dangerous occurrences without delay** (e.g. by telephone). This must be followed up within ten days with a written report on the online Form 2508. Other reportable accidents do not need immediate notification, but they must be reported to HSE within fifteen days on the online Form 2508.

## WHAT ABOUT PUPILS AND OTHER PEOPLE WHO ARE NOT AT WORK?

An accident that happens to pupils or visitors must be reported to the HSE on the online Form 2508 if:

- the person involved is killed or is taken from the site of the accident to hospital; **and** the accident arises out of or in connection with work.
- Like fatal and major injuries to employees or dangerous occurrences, these accidents must be notified to HSE without delay and followed up in writing within fifteen days on the online Form 2508.

## STATUTORY ACCIDENT RECORDS

Employers with 10 or more employees must keep readily accessible accident records, either in written or electronic form. These records must be kept for **a minimum of 3 years**. We now keep our records for the recommended 5 years (subject up to the age 21)

## SCHOOL'S CENTRAL RECORD

Schools should keep a record of any first aid treatment given by first aiders and appointed persons. This should include:

- the date, time and place of incident;
- the name (and class) of the injured or ill person;
- details of the injury/illness and what first aid was given;
- what happened to the person immediately afterwards (for example went home, resumed normal duties, went back to class, went to hospital);
- name and signature of the first aider or person dealing with the incident.

The information in the record book can help the school identify accident trends and possible areas for improvement in the control of health and safety risks; be used for reference in future first-aid needs assessments; be helpful for insurance and investigative purposes.

In an emergency, the Principal / teacher in charge should have procedures for contacting the child's parent/carer/named contact as soon as possible. It is also good practice to report all serious or significant incidents to the parents e.g. by sending a letter home with the child, or telephoning the parents.

## 2. LOCK DOWN

At Heanor Gate Science College we aim to provide a safe, caring and friendly environment for all students and staff. We believe that all children and adults have the right to feel safe, valued and anxiety-free, and that everyone has a personal and corporate responsibility to ensure this right is honoured.

As part of our Health and Safety Policies and procedures the school has a Lock Down Policy.

On very rare occasions it may be necessary to seal off the school so that it cannot be entered from the outside. This will ensure that students, staff and visitors are safe in the situation where there is a hazard in the school grounds or outside the school in the near vicinity.

A lockdown is implemented when there are serious security risks for the premises due to, for example, near-by chemical spillage, proximity of dangerous dogs, serious weather conditions or attempted access by unauthorised persons intent in causing harm/damage.

### **a. Notification of Lockdown**

Staff will be notified that lockdown procedures are to take place immediately via their walkie talkie/classroom email.

### **b. Procedures**

Follow the CLOSE procedure:

Close all windows and doors

Lock up

Out of sight and minimise movement

Stay silent and avoid drawing attention

Endure. Be aware you may be in lock down for some time.

- The above notification will activate a process of students being ushered into the school building as quickly as possible and the locking of the school's classrooms, offices, connecting doors and all outside doors/shutters where possible to remain safe.
- At the given notification the students remain in the room they are in and the staff will ensure the windows and doors are closed/locked and screened where possible with the students positioned away from possible sightlines from external windows/doors. Lights, touchscreen TVs should be turned off. Mobile phones are put on silent mode.
- Students or staff not in class for any reason will proceed to the nearest occupied classroom and remain with that class and class teacher e.g. children using toilets when lockdown procedure is engaged.
- If practicable staff should notify the school office that they have entered lock down and identify those students not accounted for by email.

### **NO ONE SHOULD MOVE ABOUT THE SCHOOL**

- Staff to support the students in keeping calm and quiet.

- Staff to remain in lock down positions until informed by key staff e.g. Senior Leadership Team or Office staff in person that there is an all clear.
- As soon as possible after the lock down teachers return to their classrooms and conduct a register and notify the reception immediately of any students not accounted for via email.

### **c Staff Roles**

- Office Manager and Admin Assistant to ensure that their office is locked and Police called if necessary.
- Head of School or Site Manager locks the school's front door and entrances.
- Individual teachers/TAs lock/close classroom door(s) and windows. Nearest adult to check exit doors.

### **d Communication with Parents**

- If necessary, parents will be notified as soon as it is practical to do so via the school's text service. Parents will be told:  
***“Heanor Gate Science College is in a full lockdown situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out”***
- Depending on the type and severity of the incident, parents may be asked NOT to collect their children from school as it may put them and their child at risk.
- Students will not be released to parents during a lock down.
- Parents will be asked not to call school as this may tie up emergency lines.
- If the end of the day is extended due to the lock down, parents will be notified and will receive information about the time and place students can be picked up from office staff or the emergency services.
- A letter to parents will be sent home on the nearest possible day following any serious incident to inform parents of context of lock down and to encourage parents to reinforce with their children the importance of following procedures in these very rare circumstances.

### **e Lock Down Drills**

***Lock down practices will take place at least once a year to ensure everyone knows exactly what to do in such a situation.*** Monitoring of practices will take place and staff debriefed for positive reinforcement or to identify required improvements.

### **f Review**

This policy and procedures will be reviewed annually as part of the School's Health and Safety procedures.

## Lock Down Plan

Management and Control	
Nominated Person	Responsibility
Principal	Initial Contact with the emergency services
Vice Principals	Liaison with parents
Teachers (on a rotating basis)	Student Control

Signals	
Signal for Lock Down	Notification via walkie talkie / classroom email / Tannoy system
Signal for all-clear	Notification via walkie talkie / classroom senior leadership inform staff

Lock Down	
Specified assembly points	Classrooms, Offices, School Hall
Entrance Points	Main School Entrance
Communication Arrangements	<ul style="list-style-type: none"> <li>• Telephone System</li> <li>• Walkie Talkies</li> <li>• Mobile Phones</li> </ul>

Lock Down Plan				
Step	Initial Response	Check	Time	Signed
1	Ensure all students are inside			
2	Secure all entrance points to the school			
3	Dial 999 for each emergency service that the incident requires			
4	Ensure that staff members take action to increase protection from further danger: Block access points Sit on the floor, under tables or against the wall Keep out of site and draw blinds to avoid detection Put mobile phones on silent Turn off lights Stay away from windows and doors			
5	Ensure that all students and staff are aware of an exit point in case an intruder manages to gain access or the room becomes unsafe			
6	Check for missing or injured staff members and students if it is safe to do so			
7	Remain inside the classroom until the all clear signal has been given or unless told to evacuate by the emergency services			

### 3. LOOKED AFTER CHILDREN AND YOUNG PEOPLE

As Corporate Parents we have a special duty to safeguard and promote the education of Children and Young People Looked After and to help them achieve their full potential. We recognise that there are crucial educational issues for young people Looked After and that as many as 50% of Derbyshire Looked After Young People leave school with no qualifications, compared with about 8% of all Derbyshire 16 year olds. We recognise that there are many barriers that prevent them achieving their full potential and we will do our best to reduce the barriers to achievement. As Corporate Parents we want to make a difference to the children in our school, by supporting their education in the fullest way we can, asking ourselves the question ‘**Is this good enough for my child?**’

Children Looked After or Children in Public Care are those children:

- ❖ Who are subject to a **care order** (Children Act 1989 section 31) where the local authority shares parental responsibility with the natural parents and is expected to act in partnership with them.
- ❖ Who are **accommodated** (Children Act 1989 section 20) where the local authority is caring for the young person either by agreement with, or at the request of the natural parents. Their parents retain full parental rights and must be consulted fully on all issues.

Looked After Children or Children in Public Care

- ❖ May live in foster care
- ❖ May live in a residential children’s home
- ❖ May live at home with their parents or extended family

#### Aims

- ❖ To provide a safe, secure and welcoming environment for all children and young people, which maximises the abilities of all children in order to release their potential.
- ❖ To bring the educational achievement of our Looked After Children closer into line with children of their age who attend the school.

#### Principles

We will:

1. Have high expectations of Children and Young People Looked After.
2. Actively encourage parents to remain involved in their child’s education, where this is possible.
3. Actively encourage carers to be involved in their child’s education.
4. Listen to and acknowledge the child’s views.
5. Respect confidentiality around information about Children Looked After.
6. Work in partnership with other agencies and services to support children’s education, including The Virtual School.
7. Ensure that while appropriate support is provided for children, they are never made to feel different from other children in school.
8. Be sensitive to the background of Children and Young People Looked After in teaching, especially around work on families and family trees.
9. Challenge negative stereotypes.
10. Recognise that Children Looked After who are members of ethnic minority groups, or who have a disability may be especially subject to isolation.
11. Ensure that Children Looked After are not bullied.
12. Ensure that the needs of Children Looked After are included when reviewing all other school policies.

**In order to achieve the aims and principles the school will ensure that:**

1. There is a Designated Teacher for Children and Young People Looked After who will:
  - a. Monitor children's progress and celebrate children's achievements, and set up intervention strategies and take appropriate action when necessary.
  - b. Monitor children's attendance, behavioural and emotional needs, and any exclusions and set up intervention strategies and take appropriate action when necessary.
  - c. Attend meetings and training for Designated Teachers.
  - d. Advocate for Children Looked After within school and raise awareness among **all** school staff about the needs of Children Looked After.
  - e. Liaise and develop good communications with Social Services and other agencies/support services, so that the school can work in close co-operation with other services and agencies to support children's education.
  - f. Liaise with the Head of The Virtual School (Helen Moxon) and Education Support Officers to ensure the child is achieving their potential.
  - g. Ensure that relevant staff receive appropriate information about individual children on a 'need to know' basis.
  - h. Ensure that if a child's care or educational circumstances changes that they receive the educational and pastoral support that they need, particularly when new to the school.
  - i. Ensure that all children have a Personal Education Plan and that a member of staff attends the Personal Education Plan meetings and writes the Action Plan, and where appropriate attends the Social Services Statutory Review meetings, and that they are well briefed beforehand.
2. Senior managers recognise the responsibility of being a Designated Teacher for Children Looked After and will provide appropriate support and systems for the role, with all the responsibilities outlined above, to be properly fulfilled.
3. Children are consulted and involved in the decisions taken about themselves, and have access to support in school.
4. Where a child is at risk of underachievement or exclusion, early intervention and extra academic and pastoral support is provided, when needed.
5. Children and Young People Looked After with special educational needs are assessed, and get appropriate resources to support their learning.
6. Children and Young People Looked After have every opportunity to participate fully in all aspects of school life, and that their interests and talents are encouraged and developed.
7. Children and Young People Looked After receive extra support at times of educational transition, and that the Local Authority are involved from Year 9, in planning to support the young person into post 16 education.
8. Information is shared strictly on a 'need to know' basis, and that all staff follow the Derbyshire Information Sharing Procedures for the Education of Young People in Public Care.

9. Behaviour management policies recognise and make suitable provision for the needs and difficulties of Children and Young People Looked After.
10. School staff work closely with parents and carers to ensure they are aware of the child's curriculum and progress, and how to support the child's learning at home.

**In order to achieve the aims and principles Senior Managers and Governors will:**

1. Nominate a school governor for Children Looked After, or ensure that the remit is covered under the terms of reference of a committee, who should:
  - a. Advocate for the needs of Children and Young People Looked After particularly if any issues arise in connection with admissions or exclusions.
  - b. Take the role of critical friend to the school by asking questions about support for Children and Young People Looked After within school e.g. Are there current Personal Education Plans in place for all Children Looked After within school? Are sufficient resources allocated to meet the educational needs of Children Looked After within school? Is the Designated Teacher receiving sufficient time and training to carry out their role effectively?
  - c. Ensure governors are aware of their role as Corporate Parents.
  - d. Receive confirmation from the Principal that an annual review of the progress of Children Looked After within the school has taken place.
  - e. Attend relevant training events about Children Looked After.
2. Ensure that the policy for Children Looked After is implemented and reviewed in line with the school's policy review procedures.

## 4. DRUGS AND SUBSTANCE ABUSE

In order to ensure students have good attendance and thus ensure that effective teaching and learning can take place as well as to provide parents, students and staff with clear guidelines on the school's approach and commitment to improving and maintaining high levels of attendance we will:

- create an ethos in which good attendance is recognised as the norm
- promote good teaching since this provides the best incentive for students to attend School raise student awareness of the importance of punctuality and uninterrupted attendance and encourage in students a sense of responsibility
- monitor and provide effective information on levels of attendance and punctuality
- develop mutual co-operation between home and school in encouraging good attendance and in addressing attendance issues
- demonstrate through the use of rewards and sanctions that the school recognises that good attendance and punctuality are achievements in themselves
- recognise, reinforce and support the key role of the form tutor in promoting and monitoring good attendance
- ensure that time and organisation within the school enables the aims and objectives of this policy to be met

### Principles

- This has been written in line with the school's core values as well as taking into account the Education Act (1996), Student Attendance Records (1991), Student Registration Regulations (1997) and the Social Inclusion policy (1999)
- Regular and good attendance is an essential pre-requisite of high quality learning
- A partnership with the school, parents, students and the Educational Support Services is essential Positive strategies will be used to reintegrate students who have poor attendance or have truanted. Assistance and support will be provided wherever necessary
- The school will maintain a positive regard for students and their individual circumstances whilst insisting on high standards of attendance and punctuality
- The school will work towards an overall attendance figure of 95%
- Good attendance and punctuality will be celebrated publicly and rewarded tangibly

### Responsibilities

- The recent law changes make it essential for school to know the reason for every absence and we now have to distinguish between absences which are allowed by law (authorised) and those which are not (unauthorised). The law also requires us to publish true and accurate unauthorised absence figures.
- The school cannot legally authorise an absence if it does not comply with the law. It is the parent's legal responsibility to ensure that their child attends regularly, contacts the school daily to explain why their child is not in school and failure to do so could result in court action.

## Roles and Responsibilities of Staff

The Principal and Governing body are responsible for the implementation and day-to-day management of the policy and procedures.

**The Assistant Head Pastoral** is responsible for overseeing:

- Monitoring of whole school attendance.
  - Monitoring of year attendance. (The attendance officer will look at attendance lists on a weekly basis to identify patterns and consult with Key Stage Achievement Leaders)
  - Contact of specific parents of identified poor attenders on the first day of absence if no notification has been received.
  - First day absence calls
  - Strategies for truants and poor attenders through consultation with Key Stage Achievement Leaders. Supporting students through the reintegration process back into full time education.
  - Letters to parents of identified poor attenders (defined as below 92%) setting targets and updating parents on progress.
  - Liaison with other external agencies e.g. Educational Psychologist, school health, out of school tuition where applicable.
  - Completion of the Annual Attendance Return for the DFE.
  - Governor's attendance panels
- The work of the Attendance and Inclusion manager with particular reference to the issuing of Fixed Penalty fines through the EWO service

**Attendance officer** is responsible for:

- Monitoring whole school attendance. They will review registers on a weekly basis and identify problem areas or queries. They will then report to the KSAL or Pastoral Manager
- Monitoring year attendance. The attendance officer will look at attendance lists every day to identify problems and consult with KSAL.
- Contacting specified parents of identified poor attenders on the first day of absence if no notification has been received.
- Working with the Attendance Manager in the generating of letters to parents of identified poor attenders.
- Completing of the Annual Attendance Return for the DFE Updating the weekly Attendance tracking sheet for years 7 -11 Ensuring that registers are pre-marked
- Providing relevant pastoral data to the Assistant Head for matters such as attendance, PA statistics, lateness to school, FTE's and data for specified target groups in school.

**Key Stage Achievement Leaders** are responsible for:

- Creating a positive ethos within the year group which recognises good attendance and punctuality as being the norm
- Consulting with the Attendance Officer on a weekly basis to ensure attendance targets are being met
- Managing the work of tutor teams and ensuring tutors fulfil their role with attendance procedures
- Publishing and promoting attendance figures. Raising the profile of good attendance and rewarding this in assemblies
- Working alongside the Assistant Head Pastoral/Attendance Officer and the Inclusion Leader to identify and support students whose attendance falls below the baseline target. Identifying students who fall below 92% attendance for whom a letter home setting a defined target for attendance may have a positive impact

- Monitoring the impact on of the support/inclusion measures that have been put in place Contacting parents where serious attendance concerns have arisen
- Monitoring first date absence call student lists
- Reviewing requests for 'Special Leave of Absence' giving authorisation where the request is for exceptional circumstances (for example funerals or religious observance)

**The Form Tutors** are responsible for:

- Marking the registers promptly and accurately to ensure up to date records for all students. Following all Attendance Policy procedures
- Acting promptly if there are any concerns over a student's attendance by speaking with the child and making the initial contact with home. For more serious concerns they should contact the Key Stage Achievement Leader
- Contacting the Attendance Officer if a student has been absent for three days without any contact from home
- Keeping files on students up to date and accurate with all correspondence recorded Praising and encouraging good attendance
- Ensuring the completion of Attendance Charts in tutees planners Rewarding daily IRIS praises for attendance
- Updating registers on a weekly basis where no-attendance is shown

**Subject Teachers** are responsible for:

- Accurately registering their teaching group at the start of every lesson and seeking information/contacting the Attendance Officer about any absence where the student has previously been marked as present in school
- Reporting any unusual patterns or concerns of attendance to the Attendance Officer/Key Stage Achievement Leader

**The Role of the ESW**

- To offer advice on the legal process
- To issue Penalty Notice fines when the warning period of time is complete
- To support and undertake all legal proceedings in respect of students whose attendance is persistently low and damaging to their education

**The Role of Parents/Carers**

Mutual co-operation between school and parents is a key factor in encouraging good punctuality, attendance and addressing any issues that may arise. The school will stress to parents the importance of good attendance and punctuality

- Legally, parents are responsible for their child's attendance at school up to the age of leaving school at the end of compulsory school years
- Ensuring that their child attends school and is punctual. To ensure that the child is not taken out of school unless absolutely necessary
- Notifying the school on the first day of absence and each following day of absence Providing an explanation for all absences  
Informing the school at the earliest opportunity if circumstances other than illness are preventing a student from attending  
Completing the 'Special Leave of Absence' form, at least two weeks prior to the leave being asked for

**Students**

To raise student awareness of the necessity of good attendance and punctuality all students will be

encouraged to monitor their own attendance by recording their weekly and cumulative attendance. Consistently good attendance and punctuality will be celebrated. All students will set targets for their attendance on a weekly basis. Students who improve by reaching their targets will be rewarded.

### **Rewards**

- In promoting good attendance, all students maintaining 100% attendance will publicly receive certificates and trophies at the end of each term/year
- Key Stage Achievement Leaders will publish and present awards in assemblies for the tutor group with the highest attendance each week
- An IRIS reward will be given, by the tutor, for each full days attendance
- All students with 100% attendance will be placed in a prize draw for an item such as a Kindle, at the end of the academic year.
- All year 11 students who have 100% attendance for the academic year will receive a free ticket for the prom
- All students with exceptional attendance (97% and above) will be entered into a prize draw for a £50 gift voucher at the end of the academic year

### **Response to Absence**

#### **Registration**

The school is legally bound to register students at the beginning of each morning and afternoon session (period 4). All teachers and support staff will follow the attendance registration guidelines as set out in this policy.

#### **Post registration truancy**

To discourage post registration truancy a register will be taken in all lessons. The Pastoral Managers together with the Attendance and Welfare Manager will, at frequent intervals, check all lessons across their Year group to monitor students showing as absent to lesson after being marked present. The Pastoral Manager should maintain a record of these truancy checks. Each time a register is taken the teacher will have on view the student's attendance mark for the previous period.

#### **The School Attendance Panel**

- The School Attendance Panel may be implemented to invite parents into School to discuss concerns regarding their child's attendance. Students with below 90% attendance and ten or more sessions of unauthorised absence in the previous five weeks are targeted. The School attendance panel gives families the opportunity to work with the school in improving their child's attendance before the school feels that prosecution procedures are necessary.
- The School Attendance Panel consists of the Assistant Principal, a Governor, the Key Stage Achievement Leader and the Attendance Manager. Six week inclusive attendance targets are set for individual students and their progress reviewed after six and finally twelve weeks. If targets are met then prosecution is not necessary

#### **Support for Students**

Heanor Gate Science College recognises the need to support students during and after long term absence of any kind.

With this in mind the school will:

- endeavour to arrange to give full support to home tuition when applicable
- consider all strategies, to encourage the return of students to school. This may include negotiated timetables and/or use of the Inclusion Unit to promote gradual re-integration
- ensure that there is a positive atmosphere within tutor groups and lessons in which students are welcomed back into school
- encourage parents to be actively involved in re-entry programmes. This may entail special procedures for students who do not attend regularly.

#### **Attendance registration guidelines:**

- Form tutors are expected to take a morning registration by 9am
- Teachers are expected to take a class register at the beginning of every lesson. If a student is not present in the room they must be registered absent.

#### **Punctuality**

- If a student arrives late to registration or class the absent mark should be over written with L (late). The register must then be re-sent.
- If a student arrives late (after registration) they should first report to student reception to sign in. Following this, they should make their way directly to their next lesson. They will be issued with a slip to identify that they have registered with Student Reception. If they do not arrive with the slip then staff should send them to Student Reception to sign in properly
- If a student arrives more than five minutes late to a lesson then a detention will be set by the teacher. Persistent lateness to school or to lesson will be picked up by the Pastoral Manager or Key Stage Achievement Leader
- Parents/Carers are regularly be informed about persistent lateness.

#### **Leave of Absence in Term Time**

The Government has made amendments to the Education (Pupil Registration) (England) Regulations 2006 which came into force on 1 September 2013. These state that Principals may not grant any leave of absence for holidays during the term time unless there are exceptional circumstances; in these cases it is the Principal who determines the number of days a child can be away from school if the leave is granted.

Parents needing leave of absence for **exceptional circumstances** should complete a form at least two weeks before the anticipated start date. The reason for the request should be given in detail. Applications should be made before the leave is arranged as absences will not be granted retrospectively.

#### **Examples of occasions when leave of absence may be granted:**

- A close family wedding that cannot be taken during a holiday period
- Relative seriously ill
- Parent in active service
- Funeral

Parents who take their children on holiday without permission will incur unauthorised absences for their child which may result in a fixed penalty notice. Fixed penalty fines are sent to each parent of each child that is taken out of school.

**The Attendance Working Party**

The attendance working party will meet annually in order to review and update the School Attendance Policy in line with local and national initiatives.

**Monitoring and Evaluation**

The Principal, Assistant Head Pastoral, Key Stage Achievement Leaders and Attendance Officer will monitor the implementation of the policy. The Principal will give regular attendance reports to governors throughout the year and a summative report at the end of the year.

## 5. EATING DISORDER

School staff can play an important role in preventing eating disorders and also in supporting students, peers and parents of students currently suffering from or recovering from eating disorders.

### Scope

This document describes the school's approach to eating disorders. This policy is intended as guidance for all staff including non-teaching staff and governors.

### Aims

- To increase understanding and awareness of eating disorders.
- To alert staff to warning signs and risk factors.
- To provide support to staff dealing with students suffering from eating disorders.
- To provide support to students currently suffering from or recovering from eating disorders and their peers and parents/carers.

### Definition of Eating Disorders

Anyone can get an eating disorder regardless of their age, sex or cultural background.

People with eating disorders are preoccupied with food and/or their weight and body shape and are usually highly dissatisfied with their appearance. The majority of eating disorders involve low self-esteem, shame, secrecy and denial.

Anorexia nervosa and bulimia nervosa are the major eating disorders. People with anorexia live at a low body weight, beyond the point of slimness and in an endless pursuit of thinness by restricting what they eat and sometimes compulsively over exercising. In contrast, people with bulimia have intense cravings for food, secretly overeat and then purge to prevent weight gain (by vomiting or use of laxatives for example)

### Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to developing an eating disorder:

Individual Factors:

- Difficulty expressing feelings and emotions
- A tendency to comply with others' demands
- Very high expectations of achievement

Family Factors:

- A home environment where food, eating, weight or appearance have disproportionate significance An over-productive or controlling home environment
- Poor parental relationships and arguments Neglect or physical, sexual or emotional abuse Overly high family expectations of achievement

### Social Factors:

- Being bullied, teased or ridiculed due to weight or appearance
- Pressure to maintain a high level of fitness / low body weight for e.g. sport or dancing

### Warning signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to an eating disorder. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children or from a member of the pastoral team.

### Physical signs

- Weight loss
- Dizziness, tiredness, fainting
- Feeling cold
- Hair becomes dull or lifeless
- Swollen cheeks
- Callused knuckles
- Tension headaches
- Sore throats/mouth ulcers
- Tooth decay

### Behavioural signs

- Restricted eating
- Skipping meals
- Scheduling activities during lunch
- Strange behaviour around food
- Wearing baggy clothes
- Wearing several layers of clothing
- Excessive chewing of gum/drinking water
- Increased conscientiousness
- Increased isolation / loss of friends
- Believes s/he is fat when s/he is not
- Secretive behaviour
- Visits the toilet immediately after meals

### Psychological signs

- Preoccupation with food
- Sensitivity about eating
- Denial of hunger despite lack of food
- Feeling distressed or guilty after eating
- Self-dislike
- Fear of gaining weight
- Moodiness
- Excessive perfectionism

## Staff Roles

The most important role school staff can play is to familiarise themselves with the risk factors and warning signs outlined above and to make the designated teacher for safeguarding children, and the pastoral team, aware of any child causing concern.

Following the report staff, together with parents, will decide on the appropriate course of action. This may include:

- Contacting parents/carers
- Arranging professional assistance e.g. doctor, nurse
- Arranging an appointment with a counsellor
- Arranging a referral to CAMHS – with parental consent
- Giving advice to parents, teachers and other students

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of causing themselves harm then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

## Students Undergoing Treatment for / Recovering from Eating Disorders

The decision about how, or if, to proceed with a student's schooling while they are suffering from an eating disorder should be made on a case by case basis. Input for this decision should come from discussion with the student, their parents, school staff and members of the multi-disciplinary team treating the student should be consulted during both the planning and reintegration phase.

## Further Considerations

Any meetings with a student, their parents or their peers regarding eating disorders should be recorded in writing including:

- Dates and times
- An action plan/risk assessments
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the student's child protection file.

## 6. SELF HARM

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

### Scope

This document describes the school's approach to self-harm. This policy is intended as guidance for all staff including non-teaching staff and governors.

### Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers

### Definition of Self-Harm

Self-Harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

## **Risk Factors**

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

### **Individual Factors**

- Depression / Anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

### **Family Factors**

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

### **Social Factors**

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

### **Warning Signs**

Schools staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children – Steve Huntington, Matt Jones, Beth Bailey or Lorraine Barratt.

### **Possible warning signs include:**

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Taking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing e.g. becoming a goth

### **Staff Roles in working with students who self-harm**

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated teachers for safeguarding children.

Following the report, the designated teacher together with relevant pastoral staff will decide on the appropriate course of action. This may include:

- Contacting parents/carers
  - Arranging professional assistance e.g. doctor, nurse, social services
  - Arranging an appointment with a counsellor
  - Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- 
- **In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times**
  - **If a student has self-harmed in school first aid issues should be addressed as a priority**

## **Further Considerations**

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan/risk assessment
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the student's child protection file.

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children or the Achievement Team.

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

## **Responding to Group Self-Harm**

Schools are increasingly reporting incidences of group self-harm which generally consist of:

- A group of students self-harming together
- Usually cutting or burning
- More common amongst some groups e.g. goths/emos
- Injuries are usually flaunted rather than hidden

In other instances staff may observe self-harm trend with a range of students across different year groups participating in a specific form of self-harm.

Group self-harm usually has entirely different motivations than individual self-harm and should be addressed primarily as a behavioural issue.

The group should be addressed as a whole and a zero tolerance policy implemented. The following rules should be enforced:

- Injuries must be covered
- Long sleeves in P.E if necessary
- Self-harm incidents should be responded to dispassionately and practically

In addition to addressing the group, it is important to talk privately with each individual as a minority may develop a deeper psychological dependence on self-harm. Individuals should also be followed up with some months later as any student who has self-harmed once is more likely than their peers to turn to secretly self-harm.

## 7. INTIMATE CARE

The Governing body will act in accordance with Section 175 of the Education Act 2002 and ‘Safeguarding Children and Safer Recruitment in Education’ (Dfs 2006) to safeguard and promote the welfare of students at Heanor Gate Science College.

The Governing Body and Principal will act in accordance with the supplementary Dfes guidance: ‘Safer Recruitment and Selection in Education Settings’ (2005) and ‘Dealing with Allegations of Abuse against Teachers and other Staff’ (2005).

Heanor Gate Science College takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. Meeting a student’s intimate care needs is one aspect of safeguarding.

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

Heanor Gate Science College is committed to ensuring that all staff responsible for the intimate care of students will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.

Heanor Gate Science College recognises that there is a need to treat all students, whatever their age, gender, disability, religion or ethnicity, with respect when intimate care is given. The student’s welfare and dignity is of paramount importance. No student should be attended to in a way that causes distress or pain. Staff will work in close partnership with parent/carers to share information and provide continuity of care.

### **Definition**

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some students are unable to do because of their age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.

It also includes supervision of students involved in intimate self-care.

### **Best Practice**

Staff who provide intimate care at Heanor Gate Science College are trained to do so including in child protection and health and safety training in moving and handling and are fully aware of best practice regarding infection control, including the need to wear disposable gloves and aprons where appropriate.

Staff will be supported to adapt their practice in relation to the needs of individual students taking into account developmental changes such as the onset of puberty and menstruation.

As an additional safeguard, staff involved in meeting intimate care needs will not usually be involved with the delivery of sex education to the same students, wherever possible.

There is careful communication with each student who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss their needs and preferences. Where the student is of an appropriate age and level of understanding permission should be sought before starting an intimate procedure.

All students will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each student to do as much for his/herself as possible.

Students who require regular assistance with intimate care have written Individual Education Plans (IEP) or care plans agreed by staff, parents/cares and any other professionals actively involved, such as school nurses or physiotherapists. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the student and the carer. Any historical concerns (such as past abuse) should be noted and taken into account.

Where a care plan or IEP is not in place, parents/carers will be informed the same day if their child has needed help with meeting intimate care needs (e.g.: has had an 'accident' and soiled him/herself). Information on intimate care should be treated as confidential and communicated in person, by telephone or by sealed letter, not through the planner.

Every student's right to privacy will be respected. Careful consideration will be given to each student's situation to determine how many carers might need to be present when a student needs help with intimate care. Adults who assist students one-to-one should be employees of the school and be CRB checked at an appropriate level.

It is not always practical for two members of staff to assist with an intimate care procedure and also this does not take account of the student's privacy. It is advisable, however, for a member of staff to inform another adult when they are going to assist a student with intimate care.

Wherever possible the same student will not be cared for by the same adult on a regular basis; there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different carers.

Wherever possible staff should care for a student of the same gender. However, in some circumstances this principle may need to be waived; for example, female staff supporting boys as no male staff are available. This is safe working practice to protect students and to protect staff from allegations of abuse.

The religious views and cultural values of families should be taken into account, particularly as they might affect certain practices or determine the gender of the carer.

All staff should be aware of the school's confidentiality policy. Sensitive information will be shared only with those who need to know.

If necessary, advice will be taken from the local authority regarding disposal of large amounts of waste products.

## **Child Protection**

The Governors and staff at Heanor Gate Science College recognise that students with special needs and disabilities are particularly vulnerable to all types of abuse.

The school's child protection policy and inter-agency child protection procedures will be accessible to staff and adhered to.

From a child protection perspective it is acknowledged that intimate care involves risks for students and adults as it may involve staff touching private parts of a student's body. It may be unrealistic to expect to eliminate these risks completely but in this school best practice will be promoted and all adults will be encouraged to be vigilant at all times.

Where appropriate, all students will be taught personal safety skills matched to their level of development and understanding.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. unexplained marks, bruises, soreness etc. s/he will immediately report concerns to the Principal or designated senior person for child protection. A clear written record of the concern will be completed and a referral made to Social Services if necessary, in accordance with inter-agency procedures. Parents/carers will be asked for their consent or informed that a referral is necessary prior to it being made, unless it is considered that to do so will place the student at further risk of harm.

If a student becomes distressed or very unhappy about being cared for by a particular member of staff, this should be reported to the relevant member of staff for child protection or the Principal. The matter will be investigated at an appropriate level (usually the Principal) and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the student's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a student makes an allegation against an adult working at the school, this will be investigated by the Principal (or by the Chair of Governors if the concern is about the Principal) in accordance with the agreed procedures.

Any adult who has concerns about the conduct of a colleague at the school or about any improper practice will report this to the Principal or to the Chair of Governors if the concern is about the Principal.

## **Physiotherapy**

Students who require physiotherapy whilst at school should have a programme of exercises set by a trained physiotherapist. This will be delivered by a member of the school staff. The required technique must be demonstrated by the physiotherapist to the TA and the student. All programmes and student progress should be carefully monitored.

Under no circumstances should school staff devise and carry out their own exercises or physiotherapy programmes.

Adults (other than the physiotherapist) carrying out physiotherapy exercises with students should be employees of the school.

Any concerns about the regime or any failure in equipment should be reported to the physiotherapist .

### **Medical Procedures**

Students with disabilities might require assistance with invasive or non-invasive medical procedures such as the administration of rectal medication, managing catheters or colostomy bags. These procedures will be discussed with parents/carers, documented in the IEP or care plan and will only be carried out by staff who have been trained to do so.

Any members of staff who administer first aid should be appropriately trained. If an examination of a student is required in an emergency aid situation it is advisable to have another adult present, with due regard to the student's privacy and dignity.

### **Record Keeping**

It is good practice for a written record to be kept in an agreed format every time a student has physiotherapy or requires assistance with intimate care, including date, times and any comments such as changes in the student's behaviour. It should be clear who was present.

These records will be kept in the student's file and available to parents/carers on request.

## 8. EXTREMISM AND RADICALISATION PREVENTION AND SAFEGUARDING

### Purpose:

- Be resilient, reflective and to take responsibility for what they do
- Be motivated and enjoy learning
- Be confident, happy and feel safe
- Be friendly, respectful, caring and polite

### In a school that:

- Fosters individual talents and abilities in every child
- Has the highest expectations for itself, its staff and students
- Celebrates success and achievement in all its forms
- Values the role parents and carers play
- Is continually striving to improve
- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

#### a. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Heanor Gate Science College. We recognise our responsibility to safeguard and promote the welfare of all our students by protecting them from physical, sexual or emotional abuse, neglect and bullying.

At Heanor Gate Science College we deplore terrorism of every kind and of any radical ideology. We will do anything we can to protect our students from the threat of extremism and we will not tolerate radicalisation in our school. Our zero tolerance approach to extremism and radicalisation includes interventions, exclusions, and involving third parties such as the police. We support and adhere to the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

#### b. Definitions

Extremism	-	defined as the holding of extreme political or religious views
Radicalisation	-	is defined as the process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations
Fundamental British Values	-	are a set of expected standards by which people resident in the UK must live

#### c. Safeguarding from Extremism

- We protect the right to freedom of expression. This is not intended or designed to restrict or prevent legitimate and lawful congregation or debate
- We have a dedicated safeguarding lead who deals with any incidents of extremism and or radicalisation within our school community

- Our most fundamental responsibility is to keep our students safe and prepare them for life in modern multi-cultural Britain globally
- Our responsibility under law, is to do our utmost to safeguard our students from being drawn into extremism and terrorism
- We have strong relationships with our local safeguarding children board (DSB) and local police and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise
- We encourage any student, parent, staff member or member of the wider school community to let our safeguarding lead know if they have concerns about:
  - Students becoming radicalised
  - Groups, clubs or societies with extremist or radical views
  - Friends and/or families of students becoming radicalised or involved in extremism
  - Students planning to visit known areas of conflict
  - Members of the school and wider community attempting to draw young and/or vulnerable students into extremism

Visitors and speakers coming into the school will be vetted prior to them having access to students, and all materials handed out to students will be checked by relevant CTL's/SLT

#### **d. “Channel” and “Prevent”**

“Channel” - a key element of the Home Office’s “Prevent” strategy, is a multi-agency approach to protect people at risk from radicalisation

As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying students:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism
- Susceptible to being influenced or controlled by a group
- With relevant mental health issues

#### **e. Preventing Radicalisation**

- We will always take allegations and concerns of radicalisation and/or terrorism seriously
- We will help students channel their desire for excitement and adventure into suitable and healthy activities
- We will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school
- We will monitor all internet activity that takes place on the site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online
- Our school is a multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community

- We will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part
- We will monitor and assess incidents which suggest students are engaging, or are at risk of engaging in extremist activity and/or radicalisation
- Where a student has been identified as at risk of radicalisation, our school will take action proportionate to the incident/risk

**f. Community Links**

- We will include discussion about extremism and radicalisation in our Governing Body meetings
- We will operate an open door policy for community members to report concerns
- We will open our doors to the community for festivals, religious and other events
- We will select a range of charities to support across the year which represent our school community, including local community groups

**g. Promoting fundamental British Values**

**Through a broad and balanced curriculum, we:**

- Teach our students a broad and balanced international history
- That all of our teaching approaches help our students build resilience to extremism
- Represent the cultures of all of our students across the subject
- Teach a wide range of English and non-English literature
- Commemorate World War 1 and 2
- Demonstrate the historical importance of the Commonwealth
- That all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it

**Through our social, moral, spiritual and cultural programme, we will:**

- Enable students to understand and promote British Values in school and the community
- Enable students to develop their self-awareness, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures
- Ensure respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

**We will do this by:-**

- Including resources on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum

- Ensuring that all students within the school have a voice that is listened to, thus demonstrating how democracy works via our student leadership programme and student council whose members are voted for by the students
- Using opportunities such as general or local elections to develop greater understanding and engagement in politics from an early age
- Offering a debate society to provide students with the opportunity to learn how to argue and defend points of view
- Using teaching modern, up-to-date resources from a wide variety of sources to help students understand a range of faiths
- Considering the role of extra-curricular activity, including any activity run directly by students, in promoting fundamental British Values

#### **h. Whistleblowing**

Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence

#### **i. Role of the Designated Person**

The Designated Safeguarding leads for Child Protection are Judy Sisson and Steve Huntington.

The Deputy Designated Safeguarding Lead is Matt Jones.

The Designated Person is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies. In line with Recommendation 2 of the Education Commissioner (Birmingham) Peter Clarke's report (2014) the role of the Designated Senior person will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counterterrorism strategy.

#### **j. Training**

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. Yearly updates and additional training and development will occur to ensure staff are fully aware of the changes and demands of child protection and safeguarding.

The Designated Senior Person will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

#### **k. Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

### **I. Role of the Governing Body**

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provision set out in the DfE guidance 'Keeping Children Safe in Education, 2016' the governing body will challenge the school's SLT on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this Policy and the overall safeguarding arrangements made.

## 9. SEPARATED PARENTS

Research and experience have shown that separated parents can work well together in the best interests of their children and can together play a role in their children's education. However, some parents become estranged, and do not work together or in the best interests of their children, especially during the initial stages of their separation. This is very often traumatic for any children concerned where personal family problems can have an impact on the child and on the schools the children attend.

This is an attempt to minimise any impact, clarify to all parties what is expected from separated parents and what can be expected from the school / staff.

**The definition of a parent for school purposes** is much wider than for any other situation. The Education Act 1996 defines a parent as:

- *All natural parents, including those that are not married;*
- *Any person who has parental responsibility but is not a natural parent e.g. a legally appointed guardian or the Local Authority named in a Care Order;*
- *Any person who has care of a child i.e. a person with whom the child resides and who looks after the child irrespective of the relationship*

### **Who has “Parental Responsibility”?** (The Children Act 1989)

*Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law. People other than a child's natural parents can acquire parental responsibility through:*

- *Being granted a Residence Order*
- *Being appointed a Guardian*
- *Being named in an Emergency Protection Order (although parental responsibility in a such a case is limited to taking reasonable steps to safeguard or promote the child's welfare)*
- *Adopting a child.*

If the parents of a child were not married to each other when the child was born, the mother automatically has parental responsibility; however, the father only has parental responsibility from 1st December 2003 and by jointly registering the birth of the child with the mother. He can, however, subsequently acquire parental responsibility by various legal means.

### **What does having “care” of a child mean”?**

Having care of a child or young person means that a person who the child lives with and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law. This could be shown by: Interaction with the school – attending meetings, making phone calls, being on the School's record as being involved (in whatever capacity) etc. Residence with the child where, for all intents and purposes, the person is part of the family, a man or woman married to a parent of a child.

#### **For example:**

- Are they listed on school records?
- Does the school have contact details for them?
- Do they meet with teachers/attend parents' evenings?
- Have they been involved with the measures designed to improve attendance?
- Do they contact the school on behalf of the child when s/he is ill?

- Do they live with the child?
- How long has the school known of them being connected with the child?
- Does the adult bring/collect the child to/from school?
- Is the adult married to the parent of the child?

It would not be appropriate to assume that someone having a “casual” relationship with the parent of a child necessarily has ‘care of the child’ unless we have cause to believe the person has some involvement with the child’s life – living with the child could be a determining factor as could the other examples outlined above.

It is therefore those adults who are having significant input to a child’s life who can be classified as “parent”, having “parental responsibility” or who have “care of a child”.

Parents as defined above are entitled to share in the decisions that are made about their child and to be treated equally by schools. In particular, these entitlements include: -

- Appeal against admission decisions
- Ofsted & school based questionnaires
- Participate in any exclusion procedure
- Attend parent meetings/school events
- Have access to school records, receive copies of school reports, newsletters, invitations to school events, school photographs relating to their child and information about school trips.

The Governing Body recognise that while the parents of some students may be separated they are entitled to the above and this entitlement cannot be restricted without a specific court order. In particular, the school does not have the power to act on the request of one parent to restrict another.

The information provided to the school when the child was enrolled detailing whether parents have parental responsibility for the child will be presumed to be correct unless a court order or original birth certificate proving otherwise is provided to the school. Similarly, the information provided on the address(es) where the child resides will be presumed to be correct unless a court order proving otherwise is provided to the school.

### **Our responsibilities**

Heanor Gate Science College fully recognises its responsibilities, and it is our sole wish is to promote the best interests of the child, working in partnership with all parents.

Heanor Gate Science College will maintain our open door policy with all parents, and the class teacher and/or Head Teacher will be available by appointment to discuss any issues or concerns with regard to separated/divorce estranged parents may have in relation to their child or children at the school.

Parents will be encouraged to resolve any issues around estrangement, contact and access to information without involving the school directly.

Issues of estrangement is a civil/private law matter and Heanor Gate Science College cannot be involved in providing mediation, helping an estranged parent to communicate with their child or children, or using the school premises for purposes of contact.

In the event that the parents are unable to agree with one another on decisions regarding their child's educational programme, including but not limited to placement, participation in extracurricular activities, and consent to evaluation and services, the school will arrange a meeting with all parents (preferably together or separately if required) to attempt to assist the parents to resolve the situation; if it cannot be resolved the school may refer the matter to the relevant department of the Local Authority.

The interests of the child will always be paramount when deciding whether to accommodate a request from an estranged parent. We recognise that a Court Order can restrict a parent in having contact/access to information and we may be bound by this. In this situation we will consult with the Local Authority to obtain advice as this may constitute a safeguarding concern.

In any event whereby the parents been estranged is appearing to impact upon the health, wellbeing and safety of a child the matter will be referred to the Local Authority for advice.

It is the responsibility of the parents to inform Heanor Gate Science College when there is a change in family circumstances. The school needs to be kept up to date with contact details, arrangements for collecting children and emergencies.

We encourage parents to tell us at an early stage if there is a change in family circumstances. Whenever possible, staff will be informed of such changes so that suitable support can be offered. We will, however, recognise the sensitivity of some situations and maintain the level of confidentiality requested by parents as far as possible

Newsletters & general school updates are sent to all parents via pupil post, and can also be viewed on the website. These updates will contain all the main events within school, including productions, sports days, parent's evenings, class trips, etc. Occasionally letters are sent to individual classes. We would expect parents to communicate these messages to each other as and when appropriate.

We will hold Consultation Evening for parents. We would expect parents to communicate with each other regarding these arrangements.

Heanor Gate Science College will consider separate appointments but by prior agreements only or when a court order is in place restricting contacts with both parents.

We expect that parents should liaise and communicate directly with each other in matters such as the ordering of school photographs; tickets for performances and other instances.

A parent as defined in this policy has the right to receive progress reports and review student records of their children. If the parents are separated or divorced, progress reports will be sent to the parent at the address in the school's records specifying where the child resides with the expectation that he/she will share the report with the other parent.

If the child is subject to a joint residence order and the school's records formally capture that the child resides at two addresses, then progress reports will be sent to both addresses.

The school will send copies of the progress reports to a parent with whom the child does not reside only if that parent submits a written request.

### **In the matter of the release of a child or children:**

Heanor Gate Science College will follow the standard agreed procedure in the release of a child or children.

In the case of separated parents Heanor Gate Science College will release a child or children to a parent in accordance with any specific arrangements notified to the school.

If one parent seeks to remove the child from school in contravention of the notified arrangements, and the parent to whom the child would normally be released has not consented the following steps will be followed:-

- The Head Teacher, designated deputy or the DSP (Designated Safeguarding Person) will meet with the parent seeking to collect/remove the child and, in his/her presence, telephone the parent to whom the child would normally be released and explain the request.
- If the parent to whom the child would normally be released agrees, the child may be released and the records will reflect that the permission was granted verbally.
- In the event that the parent to whom the child would normally be released to cannot be reached, the Head Teacher or staff member dealing with the issue may make a decision based upon all relevant information available to him/her.
- The Head Teacher or staff member may have to refuse permission if agreement/consent cannot be obtained and may need to take advice before a child or children are collected / released.
- Heanor Gate Science College cannot **prevent** the other parent collecting the child or children but we will endeavour to reach an agreement and this may mean keeping the child or children safe whilst the school tries to reach such an agreement.
- If there is a Court Order restricting contact or it is in contravention of any access agreement, the child or children will not be released into their care and the other parent advised to take the necessary action which does not involve the school.
- During any discussion or communication with parents, the child or children will be supervised by an appropriate member of school staff in a separate room.
- In circumstances if there is a belief that a possible abduction of the child may occur or if the parent is disruptive, the police should be notified immediately and the Local Authority notified.