

De La Salle College



Safeguarding Policies Summary

College policy documents encompassed in the Safeguarding Policies Summary:

- Alcohol Policy
- Appropriate Physical Intervention
- Attendance Policy
- Bereavement Policy
- Counter Bullying Policy
- Child Protection Policy
- Disciplinary Policy
- Drugs Policy
- E Safety
- English as a Second Language
- Educational Needs
- English as a Second Language
- Intimate Care Policy
- PSHE
- Safer Recruitment
- Self-Harm Policy
- Transition Policy

Alcohol Policy

The Alcohol policy sets out the college's expectations for staff and pupils regarding the consumption of alcohol; immediately before official college business, during formal college occasions, and whilst on educational visits. The policy also sets out the rules regarding bringing alcohol on to the college site. The link between the alcohol policy and the PSHE policy shows that pupils will be educated as to the dangers of alcohol misuse. The conclusion of the policy states the possible consequence for pupils found to be in breach of the policy.

Appropriate Physical Intervention

The appropriate physical intervention policy provides guidance on the circumstances when restrictive physical intervention (RPI) can be used and the procedures that should be followed when it is used. The policy restates the values within the safe working practice agreement regarding the college staff's duty of care to the students. It explains the underpinning principles regarding RPI, namely that:

- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is appropriate
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

Advice on when RPI may be used and the legal considerations are described along with definitions of terminology in order to ensure a common understanding by all staff. Staff should report and incidents of RPI to the Assistant Headteacher (Safeguarding). The staff member should record any incidents of RPI using the recommended format found within the policy within 24 hours of the incident. Training regarding RPI will be given annually.

Finally, the policy states that the complaints policy should be followed if a parent wishes to make a complaint about the use of RPI by a staff member.

Attendance Policy

This policy provides a framework which underpins the role of parents and De La Salle College with regard to the importance of school attendance. It upholds the principal that children attend school regularly as stated in the Education Law (Jersey) 2000, article 12, Para 1.

The policy consists of seven sections:

1. Rationale/Statement of intent; which states our duty to strive for 100% attendance and explains why good attendance is important.
2. Roles and responsibilities in promoting good attendance; which explains the school, staff, parents and pupils' responsibility to promote good attendance.
3. Recording attendance; stating the times the register must legally be completed, the codes for specific types of absence including lateness, parents

responsibilities to inform the college if their child is absent and the action the college will take if this has not been completed.

4. Request for leave of absence; states that '*De La Salle College has a discretionary power to grant leave for holidays in accordance with the policy of the Department for Education.*' and outlines the factors that will be taken in to account in granting leave.
5. Understanding types of absence; explains the difference between authorised and unauthorised absence.
6. Encouraging attendance and other specific reasons for absence from school; gives parents advice regarding how they can encourage their child to attend and what to do if they suspect their child is trying to avoid school. It also summarises parent's responsibilities if their child is moving to a new school, requests for leave for participation in the arts or sports and study leave.
7. Pre Reception; outlines the attendance procedure for pre reception.

Attendance records will be kept for a period of 3 years.

Bereavement Policy

A considered, planned and organised response to a bereavement is much more effective than acting on impulse. An intervention team would be assembled by the Head of College in these circumstances. The Policy outlines the roles of members of this team and provides advice on dealing with a bereavement, during a student's first day returning to school and over the coming months and years.

There is specific advice regarding dealing with incidents of the death of a pupil or staff member as well as how the family can be supported.

Finally there is important advice regarding 'self-care', to ensure those staff involved in supporting young people are themselves supported.

Behaviour Policy

The Behaviour Policy sets out the College's expectations for pupils and staff regarding appropriate behaviour and protocols for both the Primary and Secondary school. Within the policy both the Primary and Secondary schools outline their key behavioural principles. Furthermore, extensive detail is given on the core College ethos of Positive Behaviour Management (PBM) and how teachers incorporate it into their daily routine when dealing with behavioural issues. Additionally, there are sections detailing the rewards and sanctions procedures for the College. The final section of the policy outlines the twelve behavioural protocols when dealing with behaviour from an initial warning to stage twelve where a suspension is issued.

Counter Bullying Policy

The aim of our Counter Bullying policy is to clarify for boys, parents and staff that bullying is always unacceptable. We wish to encourage an environment where independence is celebrated and individuals can flourish without fear. Every pupil has the right to be safe and happy in school, and to be protected when he is feeling vulnerable. This policy outlines the potential signs that bullying is occurring. The policy details what a victim, teacher or parent should do in the event of bullying taking place.

Child Protection policy

The child protection policy states the college's responsibility to safeguard and promote the welfare of children is of paramount importance. It explains how we can ensure this happens under the following headings.

Policy statement and principles

Roles and responsibilities

Good practice guidelines Abuse of trust

Children who may be particularly vulnerable

Support for those involved in a child protection issue

Complaints procedure

If you have concerns about a colleague

Allegations against staff

Staff training

Safer recruitment

Extended school and off-site arrangements

Photography and images e-safety

Child protection procedures:

- Recognising abuse
- Bullying
- Indicators of abuse
- Impact of abuse
- Taking action
- If you suspect a pupil is at risk
- If a pupil discloses abuse
- Notifying parents
- Children with sexually harmful behaviour
- Confidentiality and information-sharing
- Reporting directly to child protection agencies

A flowchart summarising reporting concerns can be found in appendix 5 and a list of who to contact if the designated teacher is absent is located in appendix 9.

Disciplinary Policy

The disciplinary policy states the principles and the likely procedures that will result if a student reaches Stage 12 of the Behaviour Policy, that is, when a student has received an internal or an external suspension from their lessons. The policy outlines the three Stages that would normally occur following a Stage 12 Behaviour Policy sanction. A student who proceeds through these three stages in the Disciplinary Policy could then reach a point of Permanent Exclusion. The grounds for and protocol to follow in consideration of Permanent Exclusion are outlined in Stage 3 of the Disciplinary Policy. The Disciplinary Policy also outlines the grounds for Gross Misconduct, e.g. bringing illegal substances on to the College grounds. A student who is investigated on the grounds of Gross Misconduct, could be referred immediately to Stage 3 of the Disciplinary Policy and considered for Permanent Exclusion. The Disciplinary Policy also outlines the grounds and process of appeal.

Drugs Policy

The drugs policy states the probable consequence for bringing illegal substances on to school grounds and the factors that will inform the Headmaster's decision making. It links to the college PSHE policy in explaining how students will be educated about the dangers of drugs. If staff are aware of students engaging in drug taking the must inform the Head Master or Assistant Head master. The policy outlines the actions that can then be taken including contacting the students parents or the police if appropriate.

E Safety

This E Safety policy recognises our commitment to e-safety and acknowledges its part in the school's overall Safeguarding policies and procedures. It shows our commitment to meeting the requirements to keep pupils safe.

We believe the whole school community can benefit from the opportunities provided by the Internet and other technologies used in everyday life. The E Safety policy supports this by identifying the risks and the steps we are taking to avoid them. It shows our commitment to developing a set of safe and responsible behaviours that will enable us to reduce the risks whilst continuing to benefit from the opportunities. Our expectations for responsible and appropriate conduct are formalised in our Acceptable Use Policies (AUP) which we expect all staff, governors and pupils to follow.

English as an Additional Language Policy

English as an Additional language (EAL) refers to students whose first home language is not English. This policy outlines how the school identifies and supports students with English as an additional language. It sets out the School's aims, objectives and strategies with regard to meeting the needs of EAL students whilst helping them to achieve the highest possible standards irrespective of their backgrounds.

Special Educational Needs Policy

It is the policy of De La Salle College that any student who has been accepted into the school will receive appropriate support within the powers of the college to enable him to access the curriculum effectively and fulfil his potential.

This policy document describes the arrangements that must be implemented to ensure that pupils and students with special educational needs have an entitlement to effective learning opportunities. The policy outlines how students with SEN are identified and the roles and responsibilities of staff in supporting these students.

Intimate Care Policy

The Intimate Care Policy recognises that at times boys may need assistance with toileting or dealing with toileting “accidents”. The Intimate Care policy specifies actions that may reasonably be undertaken by staff in specific circumstances, and *identifies protections for both students and staff* when providing intimate care in these circumstances. Our general expectation is that boys should be fully continent when they start school; but accidents happen. Staff can reasonably help boys change out of soiled clothes and underwear, and advise boys on cleaning themselves, so long as they take the advised Safeguarding precautions of being overseen by a colleague and, ideally, being within CCTV sight. If cleaning requires a “hands-on” approach then parents should be contacted and asked to do this. The Intimate Care policy is highlighted specifically to those staff working with the younger boys, though is within the policies which should be seen by all staff.

PSHE

Personal, Social and Health Education (PSHE) including sex and relationship education (SRE), contributes to the school curriculum at De La Salle by helping to give students the knowledge, skills and understanding they need to become informed, active, responsible citizens. At De La Salle we recognise that the personal and social development of children underpins the whole of the education process.

PSHE is delivered by House Tutors as part of our pastoral curriculum. Students follow a PSHE curriculum in the autumn and summer terms through one lesson a week. There are threads of PSHE which can also be identified across the curriculum in individual subject areas and this holistic approach will ensure that our students receive a rich and varied delivery of this aspect of the curriculum.

The Sex Education within the school is supported by an SRE week where all students are given an afternoon of talks and activities, a letter is sent to parents asking for their consent.

Safer Recruitment Policy

De La Salle College is totally committed to safeguarding the welfare of children and young people. It expects the same from everyone connected with the school including employees, volunteers and contractors.

This policy provides a framework which reflects that commitment and has been compiled with regard to DfE guidance ‘Safeguarding Children and Safer Recruitment in Education’, ‘Working Together to safeguard Children’ and ‘What to do if you’re worried a child is being abused’

The Policy provides a detailed description of procedures and practices undertaken both pre and post recruitment. It highlights the thorough and consistent process of obtaining, collating, analysing and evaluating information about applicants/employees/volunteers and contractors in ensuring that the suitability of people who serve the school is verified in accordance with safer recruitment.

Self-Harm Policy

The self-harm policy describes De La Salle College’s approach to self-harm. This policy is intended as guidance for all staff including non-teaching staff and Governors.

The policy aims to:

- Increase staff understanding and awareness of self-harm
- Alert staff to warning signs and risk factors
- Provide support for staff responding to pupils who self-harm
- Ensure that pupils who self-harm and their peers are able to access appropriate support

The policy is closely linked to the child protection policy and provides information regarding what self-harm is, the risk factors and warning signs, how to deal with a disclosure of self-harm, as well as additional considerations and support for staff.

Transition Policy

The Transition policy outlines the steps taken by the Primary school to ease transition into the school. It identifies actions taken by the school to support parents and boys as they prepare to enter the school at all points within the Primary phase, from Pre-Reception to Year 6 (ages 3 to 11 years). We are aware that the more appropriate information parents and boys have, and the more familiar the staff and environment become, the less stressful “starting school” is for adults and children. Our intention is to create a smooth transfer with structures suitable for all, and specific provision for any boys or families requiring additional support.