



# THOMAS BEWICK SCHOOL

GROWTH THROUGH UNDERSTANDING

## Appendix to PLT Safeguarding and Child Protection Policy

Named Personnel With Designated Responsibility For Safeguarding 2021-22:

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Nominated Safeguarding Local Advisory Committee member	Chair of Local Advisory Committee
2021-22	Katy Squire (Deputy Headteacher)	Daley Barber-Allen (Headteacher)  Francesca Brown (Assistant Headteacher)  Michelle Fraser (Assistant Headteacher)  Catherine Bhatti (School Development Lead)  Natalie Foy (Phase Lead)	John Wears	John Wears

Policy written:	Author:	Review dates:
Autumn 2020	K Squire	Autumn 2021 Autumn 2022



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This Appendix Provides Additional Information Pertinent To Thomas Bewick School And Should Be Read Alongside The Prosper Learning Trust Safeguarding Policy.

The Prosper Learning Trust Safeguarding Policy And The Prosper Learning Trust Safeguarding Procedures Provide Overarching Documentation For All Of The Educational Provisions Within The Prosper Learning Trust.

## 1. Thomas Bewick School: Structure, Ethos And Pupil Population

Thomas Bewick School is a specialist provision for autistic children and young people in the Outer West area of Newcastle upon Tyne. We cater for children and young people aged 3 -19 years from across the whole of Newcastle local authority, who have a range of abilities and differences associated with the autism spectrum. All of our pupils have learning needs and an Education, Health and Care Plan (EHCP) where autism is identified as the primary special educational need (SEN).

The school is arranged over three different sites:

- A satellite provision which has 5 Early Years classes, including 2 nursery classes (a morning and afternoon group). This provision is housed within, but is not part of, Broadwood Primary School in East Denton.
- Site 1 on Linhope Road in West Denton has 17 classes from years 1 to 7
- Site 2 on West Denton Way has 9 classes from years 6 to 14

Our school motto is 'Growth Through Understanding' and this underpins everything that we do. At Thomas Bewick School we are committed to developing the whole child; all of our pupils have access to an autism specific environment with a range of specialist facilities and activities available to support different aspects of their learning and development. All pupils have an individual Positive Behaviour Management Plan which is regularly reviewed to ensure that strategies are in place to avoid periods of dysregulation and to keep themselves and others safe if this occurs.

We work closely with parents, carers and our multi-agency colleagues to provide holistic pastoral support, and to help develop our expertise and specialism. We work closely with many outside agencies in line with Working Together to Safeguard Children (2021) and Local Safeguarding Partners' Procedures. This includes:

- SALT and OT services
- Children's Social Care teams
- The Adult LD Social Care team
- Family Support Agencies and Early Help Team
- CYPS (Children and Young People's Service, mental health)
- Northumbria Police (including Operation Encompass)
- School Health
- Paediatric Services at The Royal Victoria Infirmary
- North East Autistic Society
- Clennell Educational Solutions
- Newcastle City Council
- Newcastle Safeguarding Children Partnership (NSCP)
- Newcastle Safeguarding Adults Board (NSAB)

Our school is a welcoming community where everyone should feel safe, secure, valued and respected. We have a shared commitment to providing a safe environment and the best possible learning opportunities and pastoral care for each and every pupil.

## **2. Safeguarding Procedures Specific to Thomas Bewick School**

Thomas Bewick School is compliant with statutory requirements regarding staff training needs. Members of the Senior Leadership Team have regular dedicated safeguarding meetings.

Senior leaders have continued support from Clennell Education Solutions (CES) which offers advice and consultation, training, networking, policy documentation and CPOMS online secure recording system. Thomas Bewick School's named consultant is Heather Campbell.

All staff are able to log incidents on CPOMS. All concerns are logged and follow up actions identified. DSL and DDSLs are alerted to every CPOMS entry. Any agency staff, parents/visitors who do not have access to CPOMS can complete a cause for concern form. All sites have copies in their reception areas.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. Additionally, signage around the school and information leaflets provides key safeguarding information to visitors and supply staff. Essential information relating to safeguarding is available for staff in every class room, staff room and additional information and policies / documentation is saved on the school network (Teacher drive).

## **3. Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside of school and can occur outside the school. All staff should be considering the contexts within which such incidents and/or behaviours could occur. This is known as contextual safeguarding, which simply means that assessments of children and young people should consider whether wider environmental factors are present in a child's life that could be a threat to their safety and/or welfare. The following contextual factors have been considered in relation to pupils at Thomas Bewick School:

<b>Geographical factors</b>	<b>Schools Response</b>
<ul style="list-style-type: none"> <li>• The school is spread across 3 sites to the west of the city. All are in busy built up residential communities.</li> <li>• Our pupil population travel to school from across the whole of the Newcastle Local Authority.</li> </ul>	<ul style="list-style-type: none"> <li>• All school buildings are fobbed to keep them secure, and so that children cannot access the local community or roads without supervision.</li> <li>• We liaise with parents and the Local Authority SEN transport teams to ensure that children are safely dropped off, collected and transported to and from school.</li> </ul>
<b>Social and economic factors</b>	<b>Schools Response</b>
<ul style="list-style-type: none"> <li>• Wherever possible we cultivate links with local businesses and schools including Morrisons, Studio West, Mary Astell Academy, Broadwood Primary and Beech Hill Primary.</li> <li>• Many of our children have named social workers and are known to the Children with Disabilities Social Care team.</li> <li>• There are more likely to be safeguarding concerns for children with disabilities because of their additional vulnerability.</li> </ul>	<ul style="list-style-type: none"> <li>• Educational visits are carefully planned for and managed through the Local Authority's Evolve system to ensure that they are appropriate and conducted safely.</li> <li>• A record of social care intervention at Thomas Bewick School has been established: a database is kept up to date by the DSL through regular communication with social care teams.</li> <li>• Staff record and monitor any accidents or incidents in line with school, PLT and Local Authority procedures. Children have an agreed positive handling and behaviour management plan, and strategies are in place to monitor and manage behaviour. Staff are trained in Team teach principles and procedures. We seek support from outside agencies (e.g. Children and Young People's Service LD team) wherever appropriate.</li> </ul>
<b>Peer Group factors</b>	<b>Schools Response</b>
<ul style="list-style-type: none"> <li>• Pupils range from 3-19 years and have a wide range of additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Our curriculum is carefully designed to be engaging and appropriate to the needs of individual learners. As part of our curriculum and specialist provision we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. Staff at Thomas Bewick School endeavour to develop pupils' life skills and independence including an awareness of danger and the people who can help us. This is achieved through the PSHE programme of study, a variety of curriculum enrichment experiences and embedded pastoral support.</li> <li>• The PSHE curriculum has been developed in line with statutory RSE requirements. We view the delivery of quality Relationships and Sex Education as a tool to safeguard children. Our curriculum is designed to promote gender equality and LGBT+ equality and this is threaded throughout the curriculum.</li> </ul>
<b>Home factors</b>	<b>Schools Response</b>
<ul style="list-style-type: none"> <li>• Our families live across the whole of Newcastle Local Authority and come from a wide range of socio-economic and cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• We work closely with parents, carers and our multi-agency colleagues to provide holistic pastoral support and in order to develop our expertise and specialism. We work closely with many outside agencies in line with Working Together to Safeguard Children (2021) and Local Safeguarding Partners' Procedures</li> </ul>

#### **4. Opportunities to Teach Safeguarding**

All pupils are taught and supported by a team of caring and dedicated staff who are trained in a range of autism specific approaches and strategies. The class team typically remain with the same children for a whole school year providing an embedded system of pastoral support. There is a high ratio of staff to pupil support and this is constantly reviewed to ensure safe supervision of all pupils.

The PSHE curriculum has been developed in line with statutory RSE requirements. Our pupils have varying levels of difficulty with social understanding and managing social relationships and many will also experience difficulty around understanding the feelings, risks and responsibilities associated with sexual identity and behaviour. It is the school's responsibility to ensure that all pupils are supported in a sensitive and personalised manner to develop an understanding of their own feelings towards others, individual sexuality and appropriate sexual behaviour, encouraging pupils to manage their lives in a responsible and healthy way. Thomas Bewick School believes that relevant Relationship and Sex Education is an entitlement of all pupils and an integral part of each pupil's emergence into adulthood.

In formulating the PSHE curriculum content and related policies the PSHE lead has consulted with school staff, Local Advisory Committee members, parents and pupils. By the end of primary school, pupils will have been taught content on: Changing adolescent body; Families and people who care for me; Caring friendships; Respectful relationships; Online relationships and Being safe. By the end of secondary school, pupils will have been taught content such as: Families; Respectful relationships, including friendships; Online media; Being safe and Intimate and sexual relationships, including sexual health.

## 5. Key Safeguarding Staff: Their Roles and Contact Details

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Katy Squire Deputy Headteacher	0191 2296020 / 406
Deputy DSLs (DDSL)	Daley Barber-Allen Headteacher	0191 2296020 / 400
	Francesca Brown Assistant Headteacher	0191 2296020 / 167 / 402
	Michelle Fraser Assistant Headteacher	0191 2296020 / 402
	Catherine Bhatti School Development Lead	0191 2296020 / 167
	Natalie Foy	0191 2296020 / 510
Prosper Learning Trust Designated Safeguarding Lead (DSL)	Christopher Richardson	Kenton 0191 6053559 Mary Astell 0191 2674447 <a href="mailto:Christopher.richardson@prosperlearningtrust.co.uk">Christopher.richardson@prosperlearningtrust.co.uk</a>
Phase Leaders	Sarah McNeil School Development Lead	0191 2296020
	Natalie Foy Early Years	TBS Broadwood site 0191 2296020 (option 1)
	Sarah Humble / Hannah Broadhead Key Stage 1	TBS Site 1 0191 2296020 (option 2)

	<p>Claire Widmer Lower Key Stage 2</p> <p>Melanie Hudson Upper Key Stage 2</p> <p>Laura Gill Key Stage 3</p> <p>Andrew McGuinness Key Stage 4</p> <p>Sally Davies Post 16</p>	<p>TBS Site 1 0191 2296020 (option 2)</p> <p>TBS Site 1 0191 2296020 (option 2)</p> <p>TBS Site 2 0191 2296020 (option 3)</p> <p>TBS Site 2 0191 2296020 (option 3)</p> <p>TBS Site 2 0191 2296020 (option 3)</p>
<p>Nominated Safeguarding Local Advisory Committee member and Chair of Local Advisory Committee</p>	<p>John Wears</p>	<p><a href="mailto:governors@thomasbewick.newcastle.sch.uk">governors@thomasbewick.newcastle.sch.uk</a></p>

## **6. Information Relating To Further Relevant Safeguarding Documents and Policies**

All staff should read The Prosper Learning Trust Safeguarding Policy and Prosper Learning Trust Safeguarding Procedures, also Part One and Annex A of 'Keeping Children Safe in Education' DfE (2021).

Staff should also be aware of the following relevant safeguarding documents:

- Guidance for safer working practices 2020 DFE
- Regulated activity in relation to children (Disclosure and Barring Service)
- Children missing education 2016 DFE
- Criminal exploitation of children and vulnerable adults 2017
- Staffing and Employment advice for Schools DFE 2018
- Working Together to safeguard Children DFE 2018

Staff should be aware of the following relevant Prosper Learning Trust (PLT) / Thomas Bewick School policies:

- PLT Freedom of information
- PLT Data Protection Policy
- PLT Health and Safety Policy
- PLT Code of Conduct Policy
- PLT Critical Incident and Continuity Handbook (CIC)
- PLT Whistleblowing Policy
- Thomas Bewick School Behaviour Management Policy