



Springwood  
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## Linwood School Safeguarding and Child Protection Policy

Written January 1997, Revised November 2001, February 2005, December 2007, January 2011, interim review March 2013, Revised November 2013, Updated January 2016, Updated May 2016, Updated March 2017, Updated December 2017, Updated January 2018, Updated October 2018, February 2019, Updated October 2019, Updated March 2020, Updated May 2020, Updated September 2020, Updated December 2020, Updated August 2021, Updated January 2022

### **Designated Safeguarding Leads**

Nicola Cannings - Linwood Main Provision & Woodford Campus (including supervisory role of other DSL's and deputies across all sites)

Andy Maher - Springwood Campus and Littlewood Campus

Nicola Cannings - Summerwood College

Karen Taylor – CHI

Nicola Cannings, Celia Holland – Woodford Campus

### **Deputising roles**

Tina McGovern – Linwood Main Provision

Soraya Monzon-Diaz - Springwood Campus

### **Extended Services**

Amanda Hook

Lorraine Little

### **Lead Governor – Jo King**

The Executive Head Teacher, Governors, and the School's Designated Safeguarding Leads have drawn up this policy for safeguarding and child protection to reflect Inter-Agency Child Protection Procedures and Working Together to Safeguard Children.

The Inter-Agency Procedures, Working Together Document and Keeping Children Safe in Education hard copies are available from Nicola Cannings (DLS/Attendance Lead/LAC Lead) and Andy Maher (Assistant Head Teacher). Electronic copies are stored on the website and on our school intranet in J:Docs. There is a dedicated email address for safeguarding concerns - [safeguarding@linwood.bournemouth.sch.uk](mailto:safeguarding@linwood.bournemouth.sch.uk)

All staff employed by the school are talked through the Safeguarding and Child Protection Policy as part of their school induction. This includes a demonstration of how to log a concern.

### Key Issues

Safeguarding/Child Protection is a duty placed on all staff.

Clear procedures are outlined for cases of CONCERN.

Staff must LISTEN but must not ask leading questions.

Clear and detailed RECORDS about any concerns are kept.

There is a professional responsibility to share information with other professionals.

**Staff must refer urgent concerns within one hour to the Designated Safeguarding Lead (DSL) or the Deputy DSL for their campus. In their absence staff can contact a DSL from another campus or the Executive Headteacher.**

When staff read the students' purple files and Arbor (educational, health, care records) they should check with the DSL to see if there is any additional information that needs to be shared. All staff must read this policy.

This Safeguarding and Child Protection Policy applies to all governors, employees (including supply staff), volunteers and people using the school. They must all acknowledge that:-

- The child's welfare is of paramount importance and all children have the right to be protected from harm.
- All employees and volunteers will receive child protection training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse.
- Children who are being harmed will usually tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.

Good practice in safeguarding requires openness and preparation of all staff who come into contact with pupils, teaching and non-teaching. This policy is designed to give clear guidance regarding all aspects of safeguarding at Linwood School. For the purposes of this policy the categories of abuse are taken directly from the document 'Working Together to Safeguard Children September 2018'.

### **What is abuse and neglect?**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others, e.g. via the internet. They may be abused by an adult or adults, or another child or children.

### **Physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## Emotional abuse

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

## Sexual abuse

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

## Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:-

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Another area of concern may be **Domestic Violence**. This is any violence between partners or former partners in an intimate relationship. Violence includes physical, sexual, emotional financial abuse, threats and damage. It includes those in a same sex relationship.

## Child Exploitation/Child Criminal Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

## Female Genital Mutilation

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's Designated Safeguarding Lead and involve children's social care as appropriate.

## Information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

## Procedures for cases of concern

Linwood has a set of clear procedures for reporting all cases of concern. This includes concerns relating to all of the above categories.

- Staff must report all concerns to the School's Designated Safeguarding Lead (DSL). The concerns are reported electronically on My Concern but if it is urgent then the DSL must be told face to face that there is a concern that may need immediate action.
- The concerns can come from a comment from the pupil, staff noticing changes in behaviour or physical appearance, or a physical sign such as bruising or a burn.
- The concerns must be recorded on My Concern using the referrers own log in.
- The School's Designated Safeguarding Lead will make a decision whether to refer the information to Social Care, talk with the parents/carers or store the information as it may be required in the future. DSL's seek information and advice from the MASH (Multi Agency Support Hub). DSL's meet regularly to seek support and advice from each other as needed.
- Staff can seek information from the child but care must be taken in asking and interpreting pupil's responses to questions about indications of abuse. Remember that written reports may be used in legal proceedings.
- Listen, do not interrupt and record the exact discussion, using the child's exact words. Then pass the information onto the School's DSL for Child Protection.
- **Staff must not ask leading questions, e.g. How? What? Where? Who? When? etc. If clarification is needed then pupils may be asked to tell, explain or describe. If in doubt ask nothing, record and seek advice.**
- It is not appropriate to ask a pupil to undress to show an injury unless it is felt that medical attention is required.
- Staff must inform pupils that they cannot keep information secret; they have a responsibility to pass on information to the relevant staff.

In the case of a referral to Social Care, advice will be sought as to who will contact the parents/carers. In most cases the DSL or Deputy DSL will contact parents/carers to advise them that a referral has been made. At all times the school will follow the inter-agency procedures. It may mean that on occasions a pupil may be referred to Social Care and the school does not contact parents/carers, Social Care will make the first contact. When a pupil makes an **allegation of any type of abuse** they must be listened to and taken seriously. The School's DSL or Deputy DSL must be informed immediately.

### Referral Records

- It is essential that clear and detailed records about concerns are recorded. The records are stored securely through the MyConcern system. Where there are paper records these are kept by the DSL in a secure cabinet and remain confidential.
- The records remain confidential and are not included in the Education (school records) Regulations 1989.
- All records will be kept up to the young person's 25<sup>th</sup> birthday. As they leave school the records will be archived in a sealed envelope marked 'Confidential' and stored with the other educational records.
- If a pupil changes school or moves onto college, the records will be sent to the new school, separately from the main records held in purple file. Records must be sent in a sealed envelope via Recorded Delivery addressed to the Headteacher or the appropriate DSL and marked Confidential. With the records there will be a pro-forma which the receiving school will complete and date and return to state that they have received the records. A copy of the CP file will be kept until confirmation of receipt. The copy can then be shredded. The DSL should contact the receiving schools DSL to inform them that the file is being transferred.
- If the new school subscribes to MyConcern then the records can be transferred electronically, otherwise all records will be printed and sent as above.

Staff have a professional responsibility to share relevant information with other professionals. If a pupil confides in a member of staff and requests that information be kept "secret", staff **must** inform pupils that they cannot keep information secret; they have a responsibility to pass on information if the pupil is at risk. If the pupil then refuses to tell of their worry they should be made aware of Childline or another such agency. Pupils should be given access to a telephone where they can make their call in private. A referral must then be made to the School's DSL.

### Child Protection Conferences

If a child protection conference is called then the school will be invited to send a representative to attend. The school's DSL or Deputy DSL will attend the conference. The DSL or Deputy DSL will consult with the class teacher to write a report. The reports should be shared with the parents/carers and sent to the Chair Person of the conference **at least two days before the conference (in the case of an initial conference.)**

The minutes from Child Protection conferences are confidential and are kept on My Concern or in the locked cabinet by the school's DSL. Relevant information from the conferences are shared with the class teacher not the full minutes. The full minutes are read by the school's DSL and are shared only with the relevant staff on 'a need to know' basis. They are initialled and dated before storing. All staff are reminded of the confidential nature of these documents.

If a pupil is subject to a Child Protection Plan then relevant staff are informed so as they can be extra vigilant. The school's DSL will attend core group meetings and provide written information for the meetings. Pupils subject to a Child Protection Plan are also placed on 'a first day call' if absent. Parents or carers are telephoned and the social worker informed. Any additional concerns are to be recorded on the attached pro-forma and handed immediately to the school's DSL.

### **Abuse by a member of school staff**

If a member of staff, teaching or non-teaching, has reason to believe that another member of the school staff has abused a pupil that suspicion must be reported to the Executive Head Teacher immediately or Deputy Head Teacher/Lead Professional in their absence and Local Authority guidelines will be followed and following guidance set out in Keeping Children Safe in Education September 2021. Guidance for staff facing allegations is available from the Executive Head Teacher and the school's DSL. A member of staff should follow the same procedure if a pupil reports abuse to another member of staff or abuse between staff members. If there are concerns about the Executive Head Teacher this should be referred to the Chair of Governors.

Concerns that the Executive Head Teacher has abused or neglected a child must be reported to the Social Care Department by the Chair of Governors. The Chair of Governors will attend the relevant strategy meetings to discuss the action to be taken and will decide whether disciplinary action is appropriate. Ref.

### **Whistle Blowing Policy.**

Allegations against supply teachers from any and all agencies will also be dealt with in line with Keeping Children Safe in Education September 2021.

### **School Transport**

Drivers and Passenger Assistants are not employed by Linwood School.

Any safeguarding concerns, if brought to the School's attention by a member of staff or a student, about a Driver or Passenger Assistant would be forwarded to the appropriate transport manager.

Transport would then follow their own safeguarding policy and procedures to address the concern.

### **School Governors**

The Executive Head Teacher may feel it appropriate to inform Governors in general terms about general issues but individual pupils will not be discussed. Governors, who have responsibilities for curriculum matters, including sex and relationship education, should be informed about issues relating to abuse, especially sexual abuse, so that they may bear them in mind when considering the curriculum in the school.

### **Outside agencies *\*Visitors will be in line with COVID restrictions***

The school works closely with the Education Welfare Service, School Medical Officer, School Nurse, Educational Psychologists and Social Care. These services are available to ensure that the school is supporting its pupils and families to access the best care and help available. Other more specialised services are sometimes sought and the school is happy to work with them to obtain the best service for the pupil.

### **Work experience *\*This will not be happening due to COVID restrictions at the present time.***

BD&P Work Experience Policy and Guidance (April 2010) Section 5 outlines the responsibilities of the local authority, schools and governing bodies regarding the safeguarding of young people on work experience, based on national guidance including reference to The Work Related Learning Guide DCSF 2009 2<sup>nd</sup> edition, Safeguarding Children & Safer Recruitment in Education DfES 2007, Dorset Protocol 2005 and the Pan Dorset Interagency Safeguarding Procedures for BD&P.

The initial assessment of the general suitability of the placement for a pupil would include looking at health, safety and welfare issues and any potential risks to a young person. Additional safeguards may be necessary when there are some specific risk factors that can apply equally to block and extended placements. As the Safeguarding Children & Safer Recruitment in Education DfES (2007) states, where a young person is vulnerable, (e.g. special needs, immaturity) or is known to have experienced abuse or neglect, or for example substance misuse then it is necessary that the school must inform the placement service Connect South West Ltd that additional safeguards may be required.

Dorset Protocol 2005, states that within Dorset, any student who is on an extended placement is to be considered as vulnerable and additional safeguards and **where appropriate** checks will be required. In determining where it may be necessary to consider a DBS check The Work Related Learning Guide – DCSF 2009 2<sup>nd</sup> edition states that DBS checks must be **considered** in all of the following cases:

- Students identified as vulnerable for educational, medical, behavioural or home circumstance reasons including those with special needs or are young (under 16).
- Students on placements lasting more than 15 days over an extended time frame especially when they involve: Regular lone working with an employer (anything over half a day at a time); placements located in particularly isolated environments with 1:1 working; placements that involve a high degree of travelling on a 1:1 basis or a residential element

It would be impossible to carry out enhanced DBS checks on all employees within an organisation whilst a student attends a work placement particularly in a large organisation. Students often work with a number of different personnel during their placements and due to staff shifts, sickness, change of roles, etc., it would be impossible to always know with which members of staff students would be working with. However, if a student will be working exclusively with one person within the establishment or in an establishment where there is one person it would be considered appropriate to apply for an enhanced DBS check. Also, if the student would ever be in a situation where working alone in isolated area with one member of staff for prolonged regular amounts of time it would also be deemed necessary to obtain an enhanced check on the member of staff with whom the student would be working.

It is important to note that the B&P Work Experience Policy and Guidance 2010 guidelines confirm that a DBS check **will not always be required** but how the decision not to have one has been reached should be recorded by the school.

Therefore, because all of our students could be classed as vulnerable at the very least due to their special educational needs, before each work experience placement is set up, consideration is given to whether an enhanced DBS check is necessary for block and extended placements. The only exception to this is if a pupil was accompanied for the whole placement by a member of Linwood staff or if the student was working in an environment where staff are already in possession of an enhanced check, such as another educational establishment.

Following consideration given to each student and potential placement, a matrix is used at the school to record assessment of risk, action taken to minimise risk and a subsequent decision of whether or not to obtain an enhanced DBS check.

Measures that are put in place to minimise risk include:-

- Resume of school safeguarding policy given to placement who sign and return it to the school to confirm it has been read by employees working at same time as student.
- Guidance given to the employers of what to do if child protection issues arise.
- Clear direction given to student should CP issues arise.

The decisions made are then signed off by the member of staff and approved by the Executive Headteacher prior to the start of the placement.

### **Governors, Staff, supply teachers, volunteer helpers and Letts \*Visits will be in line with COVID restrictions**

To ensure the protection of the pupils in our care all Governors, staff and adults within the school have to undergo a DBS (Disclosure and Barring) check. The checks are made and the results are received before staff are employed or used as regular volunteers within the school. Two original references are requested and gaps in employment history are explored. References will also be verbally checked. All school staff are requested to complete a disclaimer on an annual basis stating that there has been no involvement in any

criminal activity during the previous year. The information is recorded on the single central record. This is monitored by DSLs and Deputy Head Teachers termly. Concerns raised by staff regarding another member of staff's behaviour towards a student will be noted on MyConcern. This is ensuring a record is made without the concern being held on a staff member's personnel file.

### **Working with individual pupils and home visits**

For the safety and protection of staff and pupils we ask that if a member of staff is working on their own with a pupil that the door of the room is left open and that the member of staff alerts another member of staff to the fact that they are working alone.

All home visits will be undertaken after reading the Lone Working Policy (ref: Working Offsite: Home Visits).

Linwood staff working in other schools would be asked to follow their guidelines.

### **Off Site Visits**

The procedures for dealing with child protection issues are the same on a residential/educational visit as when at school. If a member of staff has any concerns they should be recorded on the appropriate form. The member of staff in charge of the visit should then contact the school and relay the information to the Designated Safeguarding Lead. The member of staff will then be given advice; in some cases, it may mean the removal of a pupil or pupils from the visit. Staff are reminded of confidentiality issues surrounding child protection issues and of the need to record information accurately and not to ask leading questions.

### **Ex-Pupils**

Linwood School welcomes visits from its ex pupils. This Guidance applies to ex pupils visiting the school site during school time.

To ensure that the visit is a positive experience we ask that all ex pupils ring the school or ask at reception to arrange an appointment. We ask that you arrange an appointment to ensure that there is someone you know to show you around.

Ex-pupils are welcome to apply to become volunteers but we do request that they wait for a year after leaving school before applying.

### **Staff training**

The Designated Safeguarding Lead will:

- meet with all new staff as part of the induction process;
- organise online training to support the recruitment and interviewing process;
- organise staff training;
- send annual safeguarding updates for all staff;
- bi-annual training from the council's Safeguarding Team for all staff;
- bi-annual online training for safeguarding;
- bi-annual online training for Prevent Duty.

The school's DSL, Safeguarding Deputies and the Executive Head Teacher will attend courses to ensure that all school procedures are regularly updated.

The BCP Self Evaluation Tool is completed annually in the Autumn Term.

A Safeguarding Report is presented to Governors annually.

The policy will be reviewed annually OR when changes in procedures occur to ensure that it reflects current procedures and practice.



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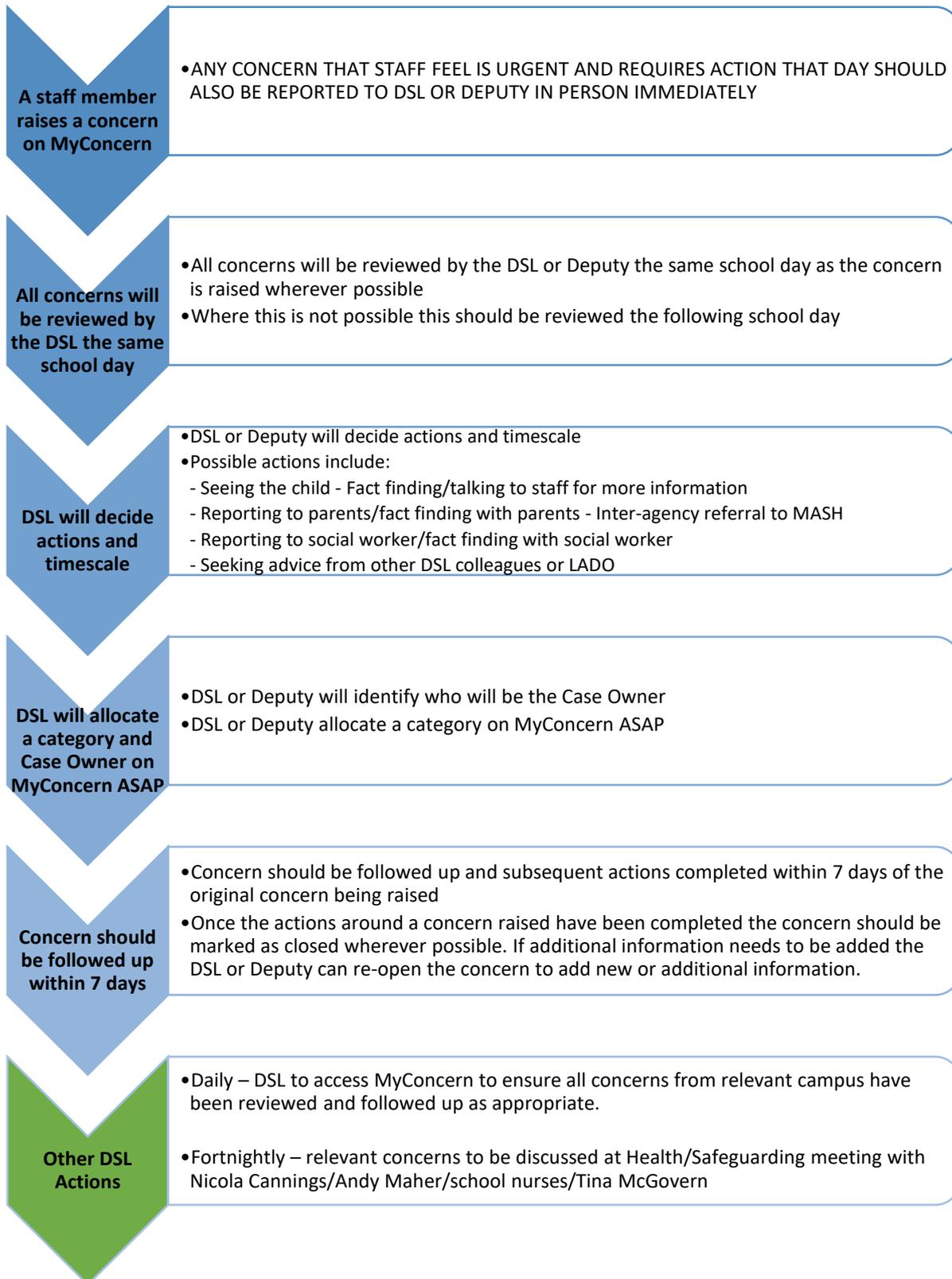


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Staff are informed of any updates and are asked to sign annually to say that they have read this policy.

## Safeguarding and Child Protection – Procedures for DSL and Deputies March 2020



## **COVID 19 Lockdown/local lockdown procedures**

This policy has been updated to reflect Linwood School's response to Covid-19 in the event of a lockdown/local lockdown.

Staff should still follow this policy and all concerns must be reported via My Concern. The safeguarding team are checking my concern daily and have alerts on their emails so we are aware of concerns noted.

The Senior Leadership team meet to make decisions as to which pupils will be offered a school place in compliance with health and safety policies and Government guidelines.

The safeguarding team have a RAG rated spreadsheet which is shared with an allocated link worker at BCP. This is used to record all contact with home. There are also weekly meetings with CAHMS and Social care to discuss cases and concerns.

In the event of a new concern, advice will be sought and details passed onto MASH in the usual manner. If the pupil and their family are open to social care or CAMHS then we will call them in the first instance.

In the event of one of the DSL's becoming ill- the DSL must email Nicola Cannings. She will arrange with the team to ensure phone contact is maintained. In the event that Nicola is unable to do this- email Andy Maher.

Child Protection Conferences and core groups will still be attended and these should be done using the secure method of Microsoft Teams or secure conference phone call. Guidance will be taken from social care.

Staff are also reminded that they should not share their personal emails with parents and to be vigilant when using social media and video chat rooms as these may not be secure.

### **Contact from home – Safeguarding considerations**

It is acknowledged that staff will be having contact with pupils and families to share work. Staff are reminded that if they correspond with parents it should be via email or if by phone, they should withhold their number using 141 or change caller ID settings.

It is also an expectation of the local authority that some staff are expected to engage in online visual contact with parents and pupils. As a school we will be using a combination of Microsoft Teams or Zoom if required. It is essential that good safeguarding practice is followed to ensure children and young people are protected and that the same professional standards that would be expected in face to face lessons apply in order to protect staff. Apart from the value of the contact with the pupil it also ensures that pupils are seen by the member of staff, which can reduce risk where there are concerns about a child's welfare or wellbeing. It also enables pupils to continue to engage with their class which may help with their overall emotional wellbeing.

1. Make Parents/Carers aware - arrangements for the date and time of contact should be made between the parent/carer and the teacher only, not the student themselves. Contact should take place in a group setting e.g. whole class or group of pupils where possible. A parent should agree to supervise throughout.
2. Professional standards must be maintained as for any contact taking place in a school/college e.g. appropriate dress, acceptable language. See Guidance for safer working practice, Teaching Standards and the School Code of Conduct. Please wear your school badge as identification.

3. Suitable teaching environment at home - as cameras will be viewing the teacher's home environment it is important that this takes place against a suitable background e.g. blank wall, not displaying personal objects from the house. No other household member should be present or able to view any child online. The member of staff must ensure that there are no interruptions from other members of the household, phones, background TV, etc.
4. The Online site used for communication will have been set up/agreed by the senior leadership team and ICT team for the school and used in line with school online safety policy e.g. via school not personal links.
5. Pupils behaviour - pupils must be advised about the expectations in relation to their behaviour online e.g. they will be dressed appropriately in day wear, appropriate use of language, respect for other pupils, ensuring the camera is not revealing personal items or other household members.
6. Visibility/Supervision - the parent/carer should be in the same room as the student for the duration of the call. Some students who are over 16 and are deemed able may conduct the call themselves but a parent should be in the home. Another teacher could be invited to attend the session which would be the virtual equivalent of a half open door.
7. Recording – the parent/carer may record the session if this is agreed in advance with the teacher. Under no circumstances should the teacher take any recording or still images of any child in the session on personal equipment. If sessions are to be recorded (this may be thought by a school to be a protective factor for a teacher) this must be agreed by the school, recorded via the school system and all those present and their parents must be made aware. These recordings must not be stored on home computers or mobile devices. If recordings are made they must be stored on school issued encrypted laptops.
8. Safeguarding or other concerns – Must be recorded on My Concern.

As per local authority expectations, if a pupil and their parents/carers are unable to access online video calling, pupils are to be sighted physically at their home. This should be in the minority of cases and the following considerations should be adhered to:

1. Make Parents/Carers aware - arrangements for the date and time of contact should be made between the parent/carer and the teacher/staff member only, not the student themselves. A parent/carer should agree to supervise throughout.
2. Professional standards must be maintained as for any contact taking place in a school/college, e.g. appropriate dress, acceptable language. See Guidance for safer working practice, Teaching Standards and the School Code of Conduct. Please wear your school badge as identification.
3. The home visit will have been set up/agreed by a member of the senior leadership team and school safety policies including current health and safety responses to COVID-19 must be adhered to, e.g. washing hands, social distancing, PPE (if appropriate).
4. Pupils behaviour - parents/pupils must be advised about the expectations in relation to their behaviour during a home visit, e.g. they will be dressed appropriately in day wear, appropriate use of language, respecting social distancing advice, etc.
5. Visibility/Supervision - the parent/carer should be with their son/daughter throughout the visit. Some students who are over 16 and are deemed able may conduct the visit themselves but a parent should be at the home. Another teacher/member of staff could be invited to attend potentially challenging visits for support and safeguarding purposes.
6. Safeguarding or other concerns – Must be recorded on My Concern.



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Where there are pupils shielding, it may be expected the student joins classes virtually via Microsoft Teams or Zoom. Safeguarding issues should be considered before these are arranged. Staff should be aware of staff room dynamics and behaviour.

All child protection and safeguarding procedures apply as at any other time.

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