

# **Regents Park Community College**

## **Model Safeguarding Policy for Schools and other Educational settings**

**March 2016**



### **Safeguarding Policy including Child protection**

**To be used alongside Child protection procedures**

**This policy was adopted on 13<sup>th</sup> October 2016**

**The policy is to be reviewed October 2017**

## **Introduction**

**Safeguarding** is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies”.

## **Our Aims are to**

- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities and governors.

The protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Southampton’s Multi-agency Safeguarding Hub (in line with current safeguarding procedures) and Local Safeguarding Children’s Board Child and Family early Intervention Model and Threshold Document or the Police, without notifying parents if this is in the child’s best interests.

<http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Southampton-Child-and-Family-Early-Intervention-Model-and-Threshold-Document.pdf>

## **Leadership and Management**

We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern. We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person. The school have a Designated Safeguarding Lead known as the DSL who is a member of the Senior Leadership Team and has undertaken appropriate training for the role, as recommended by the LA within the past year. Our DSL will attend Network Meetings arranged by Southampton City Council on a termly basis to update them on current issues within the Local Authority.

**DSLs are *Dave Strange (Lead), Jonty Archibald (HT) and Sam Barnes (DHT)***  
The **deputy DSLs** are ***Heads of Year*** and ***Heads of Year support & Inclusion lead, Tanya Ruberry***

There is also a nominated Safeguarding Governor who will receive reports of allegations against the Head Teacher and act on the behalf of the Governing Body

As an employer we comply with the “Disqualification under the Childcare Act 2006” guidance issued in February 2015. We believe that our school should provide a safe, caring, positive and stimulating environment that promotes the academic learning of all, alongside the social, physical and moral development of the individual child.

The umbrella term ‘**Safeguarding**’ is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and Governors.

**Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

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

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. 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. 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 adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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, although 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. In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

**Child Sexual Exploitation (CSE):** CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol.

They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with Southampton Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

**Safeguarding** is not just about protecting children from deliberate harm. It includes issues for schools such as:

- pupil health and safety
- bullying
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- intimate care
- internet safety
- school security.

The Laming report emphasises that safeguarding is 'everybody's' responsibility and everyone should know who to contact if they are concerned about a child or young person. Hence within this policy we endeavour to ensure school staff explicitly understand their responsibilities in order to achieve positive outcomes, keep children safe.

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

### **Female Genital Mutilation (FGM)**

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

### **Preventing Radicalisation**

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). Young people can be exposed to terrorist influences or extreme views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. It is important to remember that children are allowed to be curious and hold, explore and/or challenge extreme views in a safe environment. However, it is vital that we remain vigilant to children (and adults) who are at risk of being radicalised to commit harm to themselves or others.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable could include:

Spending increasing time in the company of other suspected extremists;  
changing their style of dress or personal appearance to accord with the group;  
their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause; attempts to recruit others to the

group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.

Verbal cues include clearly identifying with another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

### **Referrals**

Safeguarding referrals should be made to Southampton Multi Agency Safeguarding Hub (MASH).

The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance.

**If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested together with MASH referral.**

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

All parents applying for places at this school will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

**Regents Park Community College** recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks.

### **Staff Code of Conduct**

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE and LA guidance.

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; for example during musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors for parents and carers.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the approved school email, school Learning Platform or other school approved communication systems with pupils or parents/carers, and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Headteacher.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Headteacher. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their consent.

**The Chair of Governors is: Mrs B Higlett**

**The Vice-chair is: Mr D Davenport**

**Safeguarding Lead for Governors is: Mr Ian Fielding**

**Both of whom can be contacted through the school.**

**The LA's Designated Officer is: Sue Sevier**

If a pupil is withdrawn from the school having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to the child's new school.

If the parent/carer fails to provide this information, removal from roll should always be compliant with the Southampton City Council's Children Missing Education guidance for schools and Southampton City Council's Children Missing Education policy.

**The LA's Strategic Lead Officer for Safeguarding in Education is: Jo Cassey, Director of Children's Services**

## **Training**

All frontline staff in Education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole school every three years with separate training to all new staff on appointment. The DSL will attend initial training for their role and then refresh this every two years. This is by attending refresher training after the first two years then demonstrating evidence of Continuing Professional Development thereafter

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training.

## **Staff Responsibilities**

Staff have a key role to play in identifying concerns early and provide help for children.

## ***Listening and responding***

All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

## ***Record keeping***

Any member of staff who has concerns about the welfare of a child must share this information with the DSL.

- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns.
- This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.
- Referrals where urgent action is required should never be delayed in order for a full record to be written.
- CP records will be stored securely and away from the main pupil records.

## ***Confidentiality***

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret

- Disciplinary action will be considered for any breach of confidentiality.  
*Reporting*
- Staff will notify DSL of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker or Child Protection Chair.
- Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

### **Referral**

The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact MASH for further advice.

Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

**United Nations Convention on the Rights of the Child (1989)**

**Adoption and Children Act 2002**

**Children Act 2004**

**Human Rights Act 1998**

**Data Protection Acts 1984 and 1998**

**Sexual Offences Act 2003**

**Education Act 2002**

***Working Together to Safeguard Children* (HM Government, 2015)**

***What to do if you're Worried a Child is Being Abused* (HM Government, 2015)**

***Keeping Children Safe in Education* (Department for Education, 2016)**

***Disqualification under the Childcare Act 2006* (Department for Education, 2015 – Consultation to be confirmed September**

## **Procedures**

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority.

### ***General duty***

Section 175 of the Education Act 2002 places a duty on the governing bodies of maintained schools, and regulations under section 157, about safeguarding pupils in Independent Schools (which include academies) requires academy trusts to have arrangements in place to ensure that they:

- carry out their functions with a view to safeguarding and promoting the welfare of children; and
- have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

Chairs of governing bodies are expected to work with the Headteacher (unless the allegation concerns the Headteacher) and Local Authorities Designated Officer to confirm the facts about individual cases. They are also expected to reach a joint decision on the way forward in each case. Chairs have a key role in deciding courses of action, including disciplinary action, in those cases where a criminal investigation may not be required. In cases where allegations have been substantiated, the chair should work with the LADO and Headteacher to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

All governing body members should have information training about safeguarding, whether the governing body acts collectively or an individual member takes the lead. This will make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Governing bodies should make sure that a senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding issues (DSL); providing advice and support to other staff; liaising with the LA; and working with other agencies.

We have a member of staff who will act in the absence of the DSL who has also received training, and been briefed in the procedures and role of the DSL. In the absence of an appropriately trained member of staff, the Headteacher will assume this role.

All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name

and contact details of the DSL and have these explained, as part of their induction into the school.

All members of staff are provided with opportunities at annually to receive training either delivered by the DSL or the Local Authority in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

Our selection and recruitment policy includes all checks on staff and regular volunteers' suitability including DBS checks as recommended by the Local Authority and in accordance with current legislation

Our procedures will be annually reviewed and up-dated with school staff and the governors.

The name of the DSL will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

### **Safer recruitment procedures**

A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to make sure they are not unsuitable.

The governing body of a maintained school is required, under the School Staffing (England) Regulations 2009, to ensure that safer recruitment procedures are applied. This includes making sure that at least one member of any appointment panel has completed 'safer recruitment' training.

### *Employment checks*



When making appointments, governing bodies and academy trusts must take into account the requirements of equalities legislation and best employment practices.

Once the governing body or academy trust has chosen a preferred candidate, and before any appointment is made, it must ensure all required checks are completed, including

- check the identity of the candidate;
- their right to work in the United Kingdom and whether the candidate has the necessary health and mental fitness to teach; and
- whether any reasonable adjustments are required to allow teaching staff to provide effective and efficient teaching.

Governing bodies and academy trusts should also:

- take up references from the applicant's current or former employer; and
- consider asking the candidate's current employer for details of any capability history in the previous two years, and the reasons for this.

For the majority of work in schools, governing bodies and academy trusts must obtain, for all new appointments, an enhanced Disclosure and Barring Service (DBS) check before, or as soon as practicable after appointment, and a barred list check before appointment if the work is within the scope of 'regulated activity' relating to children from the DBS website. The current statutory guidance 'Keeping Children Safe in Education' provides a chapter on the checks required. Governing bodies will usually make the request for the DBS checks through their LA, which acts as an umbrella body for the DBS; academy trusts will have their own umbrella body arrangements.

The governing body or academy trust is required to carry out additional checks if the applicant has lived outside the UK. Employers have a duty to check potential employees' documents before employing them, to ensure they have the right to work in the UK through the UK Visas and Immigration Department.

The governing body or academy trust must reassure itself that all appropriate suitability checks have been undertaken and that the school keeps a single central record, detailing the range of checks it has carried out on its staff and volunteers

The barred list check is a check that the person is not barred from 'regulated activity' – work that a barred person must not do. From September 2012, the amended definition of regulated activity in relation to children comprises, in summary:

Unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice/guidance on wellbeing, or driving a vehicle that is being used solely for the purpose of transporting children and their Carers /escorts;

Schools **must** refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.

Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals is provided by the DBS.

Governing Bodies should ensure compliance with statutory guidance Keeping Children Safe in Education and ensure they effectively monitor implementation as part of their accountability framework.

### **Supporting Children**

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him / herself, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

We accept that research shows that the behaviour of a child in the circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

Maintaining an ethos, that is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.

Promoting a caring, safe and positive environment within the school.

Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

Ensuring and providing that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

Ensuring and providing, across the curriculum, opportunities, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

### **Confidentiality**

We recognise that all matters relating to child protection are confidential. The Head teacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

The DSL will ensure the information received is clearly written documented their concerns regarding the risk identified any and dated.  
The information will be kept in a confidential file away from the pupil's everyday information.

### **Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the CPLO and to seek further support. The head teacher should provide this or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the Headteacher. The Local Authority Designated Officer will be contacted and the relevant guidance will be followed

If the allegation is against the head teacher, the person receiving the allegation will contact the LADO or nominated governor directly.

All school staff should take care not to place themselves in a vulnerable position with a child. All staff should be aware of the school's behaviour/discipline policy. We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head teacher or a member of the senior leadership team if the Head teacher is not present.

If the allegation made to a member of staff concerns the Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 6.4 above, without notifying the Headteacher first.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult in making this decision.

Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

### **Whistle blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. This can be found within Southampton City Council's 'Duty to Act' Whistle Blowing Policy.

### **Physical Intervention**

Our policy on physical intervention by staff is set out separately and complies with Southampton City Council's 'Physical Intervention Guidelines for Schools' (October 2011).

This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

Discussions with an Educational Psychologist can be had, prior to any referral being made for support regarding physical interventions if needed.

### **Role of the Designated Safeguarding Lead (DSL) for Child Protection**

The designated person (DSL) should be a member of the senior management team.

The DSL should have clear understanding of their role and responsibilities and that of other staff.

The DSL should ensure the head teacher is briefed on all Child Protection issues within the school

The DSL should take responsibility to keep themselves up to date with their training for the role, to ensure knowledge and understanding of relevant key issues to enable them to fulfil their role, including attending relevant information sessions put on by the LA on a termly basis.

Making referrals to The Multi-Agency Safeguarding Hub if there are concerns about a child's welfare, possible abuse or neglect.

Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.

Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. An indication of further record keeping should be marked on the pupil's general record.

Acting as a focal point for staff concerns and liaising with other agencies and professionals.

Ensuring that either they or another appropriately informed member of staff attends case conferences or other planning meetings, contributes to the assessment process, and provides a written report which has been shared with the parents.

Ensuring that any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and the key worker for the child protection plan immediately.

Ensuring that all school staff are aware of the school's Child Protection policy and procedures, and know how to recognise and refer any concerns.

Ensuring that all staff receives basic Child Protection awareness training at least every three years, and that new/temporary staff are fully briefed on safeguarding procedures within the school

Providing an annual report for the Governing Body, detailing any training undertaken by staff and Governors, number and type of incidents/cases, referrals to the Multi-agency Safeguarding Hub and children subject to Child Protection Plans (anonymised).

Notifying Children's Social Care when a child attending the school is privately fostered.

Ensuring that any concerns about a pupil who leaves the school are forwarded under confidential cover to the Designated Person at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above. A receipt for these documents will always be received.

### **Role of the Headteacher**

The Headteacher has a clear overview of safeguarding procedures and practice.

The Headteacher will ensure the safer recruitment of all new staff and has an awareness of the new vetting and barring process and takes account of the DfE and other local guidance.

The Headteacher will ensure that all staff are recruited using the guidance from HR

The Headteacher ensures all policies and procedures adopted by the governing body are fully implemented and fully implemented and followed by staff.

The Headteacher will ensure the designated member of staff (DSL) will be supported at all times.

The Headteacher will ensure the designated person is part of the senior management leadership team.

The Headteacher will ensure the designated person (DSL) is given sufficient time and resources to discharge their responsibilities, including taking part in inter-agency assessments and meetings.

The Headteacher will ensure the designated person (DSL) is appropriately trained to enable them to successfully cascade safeguarding awareness training to all other staff members on a regular basis, with or without the support of the Local Authority.

The Headteacher will ensure all staff are fully aware of the procedures to be followed if an allegation or concerns was made regarding a member of staff. In all cases these would go straight to the head teacher unless the allegation was against the head teacher in which case it would go directly to the chair of governors.

The Headteacher is responsible for ensuring that risk assessments are carried out, not only in relation to school activities, but in admitting or re-admitting pupils with behaviour that could place themselves or others at risk.

The Headteacher will take effective steps to address any safeguarding concerns made by any member of school staff.

The Headteacher will ensure that all staff and volunteers feel able to raise concerns about unsafe or poor safeguarding practice, but empowering them and ensuring they are aware they have a legal duty to do so.

### **The Role of the Chair of Governors**

The governing body of our school is fully aware of its responsibilities regarding policy, procedures, monitoring compliance and reporting, as set out in DfE and any locally agreed guidance.

All procedures for safe recruitment and vetting of staff take account of the DfE and any other local guidance.

The governors have made sure:

- an appropriate child protection policy and procedures are in place and they are made available to parents on request
- a senior member of the school's leadership team is designated to take responsibility for dealing with child protection issues

- appropriate training is undertaken by the designated person (refreshed annually and attends 3 Network Meetings held by the local authority to update on relevant in key information) and all staff (refreshed every two years),
- that temporary staff or volunteers are made aware of the school's arrangements and responsibilities
- there is a nominated member of the governing body responsibility for liaising with the local authority (LA) and / or other partner agencies in the event of an allegation being made against the head teacher
- policies and procedures are reviewed annually by the governing body and it provides information to the LA about them and how their duties have been discharged.

The governors have appropriate procedures in place for managing safeguarding allegations or concerns about staff and volunteers?

The governors, the Headteacher and staff to account for the effectiveness of safeguarding arrangements in the school.

The governors will ensure at the annual review of the policy that appropriate training is in place for staff, governors and other relevant adults.

The governors will ensure that appropriate arrangements are in place to safeguard children who take part in or are affected by the provision of extended services and other school activities that take place outside of normal school hours, by following the Local Authorities Letting Policy.

The governors will ensure that the ethos of the school promotes positive practice in relation to safeguarding all their pupils and staff at all times.