

## **Safeguarding Policy**

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

### **Rationale**

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: “Working Together to Safeguard Children” 2015, “Framework for the Assessment of Children in Need and their Families” 2000, “What to do if You are Worried a Child is Being Abused” 2015. The guidance reflects “Safeguarding Children and Safer Recruitment in Education” DfES 2015, and Surrey Safeguarding Children Board SSCB Child Protection Procedures.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers 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.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

### **Aims**

- To support the child’s development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties, believing they will be effectively listened to.
- 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 packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- 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 develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity,

qualifications, and a satisfactory List 99 or enhanced CRB check (according to guidance), and a single central record is kept for audit.

## **Strategies**

### **Safe School, Safe Staff**

All members of the governing body understand and fulfil their responsibility to ensure that they, and the school, safeguard and promote the welfare of children through all policies, arrangements, and activities, raise concerns where recognised, and annually review safeguarding arrangements including this policy (see below).

Our Designated Safeguarding Lead (DSL) is a senior member of staff, who has undertaken the Modular 3 Day Child Protection Foundation Training delivered through the SSCB (or the previous 2 day Surrey ACPC course) and who undertakes other training as required by the LA, to update their training at least every 2 years.

The Headteacher, where he/she is not the DSL, and all other staff, have child protection awareness training within their first term, updated by the DSL every year, to maintain their understanding of the signs and indicators of abuse.

The SL who are involved in recruitment and at least one member of the governing body (Tamsin Pulfrey) will also complete Safer Recruitment Training (currently on-line on the DfE website) - to be renewed every 5 years.

All members of staff are provided with child protection awareness at induction, including in their arrival pack, the school safeguarding statement "Safeguarding Children at Glebelands School" so that they know who to discuss a concern with.

All staff and governors, have child protection awareness training, updated by the DSL every year, to maintain their understanding of the signs and indicators of abuse.

All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools' Safeguarding Policy, and reference to it in our introductory school pack.

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 the school's child protection guidelines and procedures.

We will ensure that child protection type concerns or allegations against adults working in school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Independent Safeguarding Authority for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

## **Procedures**

Our procedures will be regularly reviewed and up-dated.

The name of the Designated members of staff for DSLs will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

All new members of staff will be given a copy of our safeguarding statement, and Safeguarding policy, with the DSL's names clearly displayed, as part of their induction into the school.

All staff will be given a copy of part 1 and Annex A of Keeping Children Safe in Education 2016 and will sign to say they have read and understood it. This applies to the Governing Body in relations to part 2 of the same guidance.

Parents are made aware of the policy in the home school handbook, and their entitlement to have a copy of it.

### **Responsibilities**

Lead DSL	R. Mitchell (Deputy Headteacher)
Assistant DSL	Sandra Hearn (Head of Achievement/SLT)
Assistant DSL	Jen Tompkins (Head of Department)
Assistant DSL	Kate Jones (Family Support Worker)

The DSL is responsible for:

- Referring a child if there are concerns about possible abuse, to the Contact Centre Children's Team and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, using the Inter agency Referral and Assessment Form, following a telephone call.
- Keeping written records of concerns about a child 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 student records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college
- Ensuring that an indication of further record-keeping is marked on the student records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction and update training every year, for all school staff.
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- The Deputy Designated Safeguarding Leads are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long term absence of the DSL the Deputy will assume all the functions above.

## **Supporting Children**

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, 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 accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- 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.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the student's new school or FE College and ensuring the school medical records are forwarded as a matter of priority.

## **Confidentiality**

Glebelands School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2015) and share information between professionals and agencies where there are concerns.

We recognise that all matters relating to child protection are confidential.

The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

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 wellbeing.

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. If in doubt, we will consult with an Assistant Team Manager at the Contact Centre Children's Team on this point.

## **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 DSL and to seek further support as appropriate.

### **Allegations against staff**

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All Staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.

Guidance about conduct and safe practice will be given.

We understand that a student may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher without notifying the teacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors (e-mail address on page 5 of Staff Mini-Handbook) who will consult as above, without notifying the Headteacher.

The school will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a Strategy Meeting.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

### **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, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LEO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00am to 8:00pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Physical Intervention**

Our policy on physical intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort, 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.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **Bullying**

Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents.

The subject of bullying is addressed at regular intervals in PSHE education and assemblies.

## **Racist Incidents**

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep records of known racist incidents.

## **Prevention**

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

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including L4L, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures
- We recognise that touch is appropriate in the context of working with children, and all staff have been given "Safe Practice" guidance to ensure they are clear about their professional boundary
- All offers of appointment are conditional upon satisfactory completion of pre-employment checks.

## **Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

## **Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the Learning 4 Life curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

School will engage with and make referrals to the MACSE process and the REACH Team when and where appropriate and make an enquiry to MASH for any child that goes missing if they are not known to Children's Services.

## **Sexting**

- The practice of sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.
- If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.
- The DSL should hold an initial review meeting with appropriate staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is a reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the police as appropriate.

## **Radicalisation and Extremism**

The government defines extremism as 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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. School staff receive training to help to identify signs of extremism and all concerns are reported immediately to the DSL. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014)

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

If a teacher is informed by a student that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides. The DSL should be informed and a report to the police should be made by the close of the next working day.

There are no circumstances in which a teacher or other member of staff should examine a girl.

## **Private Fostering**

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Surrey Children's Social Care of the circumstances.

## **Notifying Parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if a school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's social care.

## **Monitoring and Evaluation**

Our Child Protection Policy and Procedures will be monitored and evaluated through:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Attendance data
- Risk assessments
- Governing Body minutes
- Logs of bullying/racist/behaviour incidents
- Parental concerns and parent questionnaires