



Safeguarding Policy Procedure and Guidance

2016-17

ST. PETER'S SCHOOL, BOURNEMOUTH

SAFEGUARDING POLICY

PROCEDURE AND GUIDANCE

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INTRODUCTION

Purpose:

Safeguarding is taken extremely seriously with the school to ensure that our children feel safe to learn.

Aim(s):

All staff abide by the Keeping Children Safe in Education Part 1 guidance issued 5 September 2016. All staff have been sent a copy of this. They have also been given the compulsory three yearly Safeguarding training provided by the Borough of Bournemouth. The Education Social Worker works closely with the Local Safeguarding Children's Board to ensure we are up to date with any new legislation and recommendations from Serious Case Reviews.

Identifying Abuse

Abuse may take several forms:

- **Physical abuse:** this 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:** this is 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 the child they are worthless, unloved or inadequate. It can also

involve the seeing or hearing of ill-treatment of another (ie domestic violence/radicalisation on the internet). It can also include cyber bullying or serious bullying or exploitation or corruption of children.

- **Sexual abuse:** involves forcing or enticing a child to take part in sexual activities including non-contact activities such as involving them to look at or in the production of sexual images (ie via the internet) Sexual abuse is not just perpetrated by adult males, women can also commit this as can other children.
- **Neglect:** Persistent failure to meet child's basic physical/psychological needs. Can occur during pregnancy as a result of maternal substance abuse. Not providing basic necessities eg food, clothing, shelter, caring supervision, protection from physical/emotional harm, not ensuring access to medical care or treatment.

Other Important Definitions:

Domestic Abuse – any incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners.

The school has signed up to the MARAC (Multi-agency risk assessment conference) and domestic abuse alert information sharing protocols and are now provided data by the police. The school receives information from the police to alert the ESW, Deputy DSL when there has been an incident of domestic abuse in a household where a pupil lives. Schools are now able to contact Social Care to find out what the incident was to ensure we are able to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information is only shared with other staff on a restricted need to know basis. Where a MARAC occurs, the school will be asked for information and the outcome of the MARAC will be shared with the school after the meeting.

Child Sexual Exploitation – a form of sexual abuse which involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for money, gifts, accommodation, affection or

status. All pastoral staff have received in-house training on what CSE is and how to refer children.

Procedures to be followed by the Designated Teacher(s)

- A child may disclose abuse to anyone. Information should always be taken seriously.
- In line with the Bournemouth and Poole Local Safeguarding Children's Board, the inter-agency safeguarding procedures outline the legal framework within which investigations take place
- The Designated Teacher must be informed as soon as possible. Parents not to be informed at this stage as it may harm any police investigation.
- It may be appropriate to talk to other members of staff to see if they have seen anything amiss with the child. This should be done quickly and discretely.
- If physical abuse, it will be necessary to try to determine how the injury happened from the child. Everything to be written down with possible actual words used. A suitable diagram should be completed with date, time and name of interviewer.

Support

- Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The DSL will attend planning meetings and core groups specified in the plan and contribute to the assessments and plans.
- Child abuse investigations inevitably involve a number of individuals/agencies. This can be stressful for students – identifying one member of staff as their “key worker” should be helpful.

- Staff: the designated staff member should make arrangements for teachers to whom disclosures have been made to have support as necessary.

Outcomes

Each case is different but the outcome of what to do should then be the same. Enquiries will lead to one of these conclusions:

- The suspicion was unfounded in which case the notes should be kept and the person who initiated the concern should come back to the Designated Teacher if there is any further suspicion.
- The suspicion was probably or possibly well founded but while concern remains there is nothing tangible to take the matter further. Staff should remain vigilant and subsequent concerns documented and acted on.
- The suspicion was probably/definitely well founded and the child should receive protection. Social Care should be informed immediately.

Other Concerns

There will be other circumstances, not amounting to abuse, which give staff serious cause for concern about the care of students. Questions of a child being in moral danger, being uncared for, engaging in anti-social or inappropriate behaviour out of school including inappropriate use of digital technology. These should be referred to Designated Leads or Year Leaders who may refer to the Police or Social Care. All staff and students have been given internet safety training the Safe Schools and Communities Team. This was also offered to parents.

The Prevent Agenda

Mike Spackman and Sue Haynes share the role for Prevent Lead which was brought into being in 2009 following the 7/7 bombings in London. It forms part of the Government's counter-terrorism strategy that aims to

stop people becoming terrorists. This involves assessing the risk of pupils being radicalised and drawn into terrorism and works as a multi-agency approach. Whole school staff have completed the government's online training for the Prevent Agenda.

Principles/Values

The school plays a vital role in ensuring the safety of all our students regardless of age and all employees undertake their responsibilities with the utmost of importance.

Roles and responsibilities 2016/17

A member of SLT with responsibility for oversight of the Safeguarding policy within St. Peter's along with the Designated Lead at Iford. In addition, there is an Education Social Worker, who works on both sites who is also a Designated Lead for Safeguarding. The Link Governor monitors the safeguarding agenda ensuring that the policy is fit for purpose and legally correct.

Concluding Notes

Monitoring and review:

Weekly meetings between the safeguarding leads within the school and termly meetings between the SLT lead and link Governor.

Reviewed via termly updates to the SWC.

Other documents and appendices:

N/A

Governor approval date: Email approval by SWC 19 July 2017
Email approval by FGB 20 July 2017 Next review date:

March 2018