



Safeguarding Policy and Procedures

2018-19

**DESIGNATED SAFEGUARDING LEAD
DEPUTY DESIGNATED SAFEGUARDING LEAD
SAFEGUARDING GOVERNOR**

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Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance **Keeping Children Safe in Education (KCSIE)(2018)** and **Working Together to Safeguard Children (2018)**. All staff have to sign that they have read this **(Part 1) KCSIE** and a record is logged by the DSL and regularly updated with new school joining staff.

Introduction

Purpose

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

Aim(s)

That all staff and Governors abide by the Keeping Children Safe in Education Part 1 guidance. All staff have been given a copy of this following the information given by the DSLs in September 2018. They have also been given the compulsory three yearly Safeguarding training provided by Dorset County Council. The DSLs work 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.

Designated Safeguarding Lead

The DSL is a member of SLT and takes lead responsibility for child protection and wider safeguarding. During term time the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL/DDSL are also available during school holidays to address these concerns. The DSL ensures all safeguarding issues are effectively responded to, recorded and referred to the appropriate agency.

He is responsible for whole settings safeguarding training for staff and volunteers who work with students. This training must take place at least every three years. To ensure a senior member of staff, with the relevant training, attends child protection conferences, core group meetings to contribute to the multi-agency discussions. Ensure acceptable, safe use and storage of all camera technology, images and mobile phones through the implementation, monitoring and reviewing of the appropriate policies and procedures.

All child protection concerns need to be acted on immediately. If you are concerned a child maybe at risk or is actually suffering abuse, you must tell the DSL/DDSL. This will then be referred to MASH (Multi Agency Safeguarding Hub). Referral forms for staff are displayed in the staff room under the safeguarding notice board.

All conversations must be documented and kept in locked child protection files.

Objectives

Identifying and recognizing 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.

CHILDREN WITH SEND

The school and its staff are aware and mindful that additional barriers can exist when recognizing abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration

- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in overcoming these barriers

Grooming and Entrapment

The vast majority of teachers and other school staff work tirelessly to ensure the education of future generations. There are, however, a select few who use the power inherent in their role to abuse that trust and to target vulnerable children and young people for sexual abuse.

The power imbalance present in this influential relationship may be abused, resulting in long-term trauma for the pupil. It is therefore of critical importance that those involved in education have a greater understanding how these adults groom and entrap their pupils.

Grooming is a conscious, purposeful, and carefully planned approach used by the offender to gain access to the child, gain the child's trust and compliance and maintain the child's secrecy to provide opportunities to abuse and reduce the likelihood of being reported or discovered. This process is thought to strengthen the offender's abusive pattern of behaviour, as it may be used as a means of justifying or denying their actions.

Some potential warning signs of sexual abuse in the context of education include:

- A pupil receiving special attention or preferential treatment

- Excessive time spent alone with a pupil outside of the classroom

Frequently spending time with a pupil in private or isolated areas

Transporting a pupil possibly to or from school

Making friends with a pupil's parents and visiting their home

Acting as a particular pupil's "listening ear"

Giving small gifts, money, toys, cards, letters to a pupil

Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a pupil

Overly affectionate behaviour with a pupil

Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a pupil

Other pupils are suspicious and make jokes or references

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 recently 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. We are not informed of the detail of the incident, only that one has occurred. This allows us 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 may be asked for information and appropriate school related information may be shared with the school after the meeting.

Child Missing from Education - a child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. We will follow our procedures for unauthorized absence and for dealing with children who go missing from education and to help prevent the risks of going missing in the future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register.

Private Fostering – this is an arrangement made between the parent and private foster carer who then becomes responsible for the child in such a way as to safeguard and promote their welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for us to inform the Local Authority where we are made aware of a student who maybe subject to private fostering arrangements

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.

E Safety

The school has an e-safety champion who is responsible for updating staff on any aspect of e-safety with additional support material available on the school website.

Peer on Peer

Children can be vulnerable to abuse by their peers which must be taken as seriously as abuse by adults and be subject to the same child protection procedures.

This terminology relates to Sexual violence, Sexual Harassment between children in schools and colleges. Advice is taken from the DfE publication May 2018.

If you are concerned:

If a student makes a disclosure or allegation of abuse against an adult or child or young person it is important that you:

Stay calm and listen

Reassure them they have done the right thing telling you

Don't investigate or ask leading questions

Let them know you will need to tell someone else

Do not promise what they have told you is a secret

Inform your DSL/DDSL as soon as possible

Make a written record of the allegation which you must sign, date and record your position using the setting safeguarding log forms.

Whistleblowing

The school has a separate whistle-blowing policy that covers concerns regarding the way the school safeguards pupils – including poor or unsafe practice.

The Prevent Agenda

The DSL/DDSL share the role for the 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 radicalized 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 in December 2016. New staff are referred to the Prevent online training to complete on joining the school. The DSL keeps an ongoing list of staff who have completed the training.

Female Genital Mutilation (FGM)

On 4 July 2017 all staff were asked to complete online training provided by the Home Office for Female Genital Mutilation which is the deliberate mutilation of female genitalia. It is known as circumcision, sunna or cutting. It is an extremely harmful practice with devastating health consequences.

Health and social care professionals and teachers are now required by law, to report any cases they identify to the police.

Honour Based Violence

This is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It is important to be alert to signs of distress and indications such as self-harm, absence from setting, infections resulting from fgm, isolation from peers, being monitored by the family, not participating in setting activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from honour based violence, St. Peter's will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Mental Health Training

School staff given in school training. Mental Health is becoming more and more prevalent within schools and information has been presented to staff on what mental health is, signs to look for, what to do and how to encourage self-help.

Further in-school training is being delivered to all staff on this topic during the Autumn term 2018 by an outside Mental Health professional

PANTS – was delivered to the primary phase during the summer term by the NSPCC. This campaign is to encourage parents, carers and professionals to have conversations with children in an age-appropriate way and how to stay safe from sexual abuse using the NSPCC's Underwear Rule. The children received the campaign well and the word PANTS is a good ice breaker for them.

SSCT – Safe Schools and Community Team

The school actively works alongside and seeks support and advice from the SSCT on a range of topics, including e-safety, CSE, violence and drugs

Other Safeguarding Training

DSLs ensure that their safeguarding training is kept up to date by ensuring they attend not only Level 3 training but also other training like Child Sexual Abuse, Domestic Abuse, Serious Case Reviews, Prevent, NSPCC launches including PANTS. This is then shared amongst staff.

Procedures to be followed by the Designated Teacher(s)

A child may disclose abuse to anyone. Information should always be taken seriously.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

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 DSLs 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.

Induction for Staff

New teaching staff are given a safeguarding induction prior to their arrival by the DSL/DDSL and on the first day of term, all school staff, in September, are given a safeguarding update and whole school foci for safeguarding training. All school staff also receive 3 yearly safeguarding statutory training on updates.

What school staff should do if they have concerns about a child?

If staff members have concerns about a child they should raise these with the school's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.

Staff members have all been issued with a handout on Safeguarding guidelines. Chronologies are also securely kept on all referrals.

What school staff should do if they have concerns about another staff member

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher this should be referred to the chair of governors. (See policy on Allegations against Staff for full procedures) This may then constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. DSL or proprietor will need to:

- Refer to the Local Authority Designated Officer (LADO) immediately and follow up in writing within 48 hours. .

- Consider the rights of the staff member for a fair and equal process of investigation.

- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation if this is deemed necessary.

- Act on any decision made in any strategy meeting.

The school also ensure staff have a structural process to follow regarding whistleblowing and this policy can be found on the school website.

What school staff should do if they have concerns about safeguarding practices within the school

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's management team.

Support

The school are aware that there are more vulnerable groups in the school than others. DSL/DDSL meeting regularly with the SEND link to discuss the safety of these students.

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/DDSL 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.

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 2018/19

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. We have also now recruited two Pastoral Support Workers who are attached to both primary and secondary phases.

All staff must ensure they are visibly wearing their school identity tags and actively challenge any adult seen on school premises not wearing one. Visitors to St. Peter's are also given a Safeguarding/Health and Safety Pamphlet to read and abide by whilst on school premises.

There is a safeguarding notice board in the school staff rooms which are regularly updated with latest safeguarding information including Serious Case Review information and KCSIE information. In addition the school website has a safeguarding link which is regularly updated for staff and parents.

The Link Governor is responsible for monitoring the Safeguarding agenda ensuring that the policy is fit for purpose.

DBS

Part of that monitoring by the Link Governor will be to ensure that the School maintains a Central Record of Recruitment and Vetting which will record that a Disclosure and Barring Service (DBS) check has been made on all employees. DBS checks are requested as part of an organisation's recruitment process.

Previously known as a CRB (Criminal Records Bureau) check, a DBS (Disclosure and Barring Service) check is a record of an individual's unprotected Convictions, Cautions, Reprimands and Warnings and can also include intelligence held by the police and/or the DBS that relates to that individual and their suitability for a job position

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

Working Together to Safeguard Children – HM Government 2018

What to do if you're worried a child is being abused - Advice for practitioners HM Government 2015.

Reviewed: December 2018

Ratified by Full Governing Body: 16 January 2019

Next review date: December 2019

Sources and references

Working Together to Safeguard Children (Inter-agency statutory guidance) HM Government 2018

Keeping Children Safe in Education - Statutory guidance for schools and colleges DfE 2018

NSPCC

Local Safeguarding Children's Board

Bournemouth LA