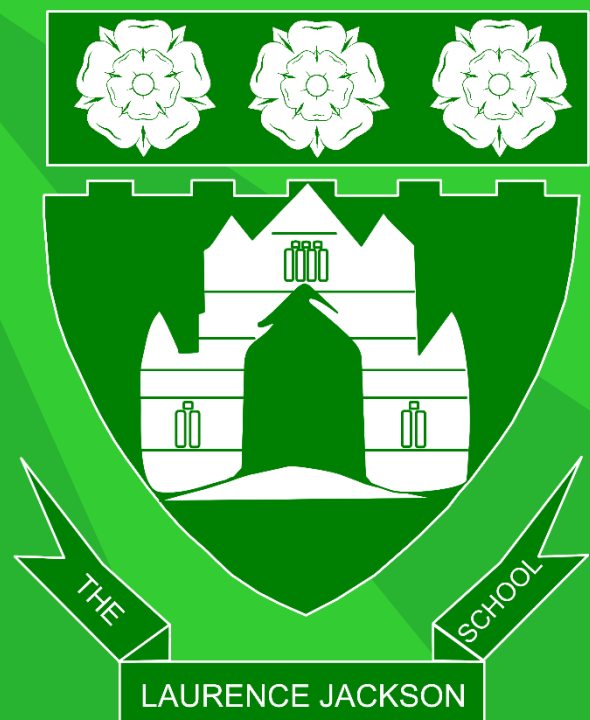


SAFEGUARDING & CHILD PROTECTION POLICY



Reviewed and adopted by Governors
Next Review:

BWH\Policies\H&S Policy/STE

Author	Statutory changes	Doc version	Date
--------	-------------------	-------------	------

Contents:

Statement of intent

1. Relevant Documentation
2. The Scope
3. Introduction
4. Staff Responsibilities
 - 4.1 Head Teacher
 - 4.2 Designated Safeguarding Lead (DSL)
 - 4.3 Staff (teaching or non-teaching)
5. Allegations against Staff
6. Staff Training
7. Confidentiality
8. Monitoring and Review

Statement of intent

To provide clear direction to all staff, volunteers and offer information to parents, in managing Safeguarding & Child Protection issues.

This document is also in line with procedures set out by the Tees Local Safeguarding Children's Board (LSCB).

Laurence Jackson School will:

- Create and maintain a safe environment for children and young people
- Help children to understand what is and is not acceptable behaviour towards them
- Teach children about staying safe from harm
- Teach them how to speak up if they have worries or concerns

Through their day-to-day contact with children, all staff have a crucial role to play in identifying Safeguarding indicators or possible abuse or neglect, referring concerns to the DSL or DDSLs.

At all times the school will comply with the recommendations and regulations as prescribed from time to time in the current DfE publication 'Keeping Children Safe in Education' (KCSIE) or any subsequent publication.

1 **Relevant Documentation**

When reading this document, please be aware of the following related documents which work alongside this Safeguarding & Child Protection Policy:

- 1 Keeping Children Safe in Education – 2016
- 2 Tees Child Protection Web Based Procedures - www.teescpp.org.uk
- 3 Procedure for Managing Allegations against Staff, Carers and Volunteers –Tees LSCB

- 4 Safeguarding Children and Safer Recruitment in Education (2006)
- 5 The Children Act 2004 (Every Child Matters)
- 6 The Sexual Offences Act 2003
- 7 Section 175 Education Act 2002
- 8 What to do if you're worried a child is being abused (2003)
- 9 Working Together to Safeguard Children (2015)
- 10 Data Protection Act 1998
- 11 Behaviour policy
- 12 Staff Disciplinary Policy (Code of Conduct)
- 13 Staff Recruitment Policy
- 14 Prevent Duty 2015
- 15 Guarding against Radicalisation & Extremism Policy
- 16 Female Genital Mutilation Risk and Safeguarding; Guidance for Professionals - 2016
- 17 Attendance Policy
- 18 Mobile Phone usage
- 19 E- Safety Policy
- 20 Whistleblowing
- 22 Single central Register
- 22 Disqualification under the Children's Act 2006
- 23 Health & Safety Policy
- 24 Staff & Volunteers handbook
- 25 Sexual Violence and Sexual Harassment between children in schools and colleges

2 The Scope

3 Introduction

Laurence Jackson School fully recognises its responsibilities for Safeguarding and Child Protection.

The school's main aim is to provide a safe, secure and stable base for children helping to protect them from harm. The welfare of the child is of paramount importance to all the adults who work in our school.

To achieve this aim Laurence Jackson School will:

- Expect all staff as a requirement to annually read the current DfE document 'KCSIE' 2016 (Part 1)
- Governing Body members will be expected to read the complete KCSIE 2016 (Part 1-4)

- Ensure Safer Recruitment and Vetting practises are followed, therefore checking the suitability of staff and volunteers who wish to work with our children.
- Raise awareness of Safeguarding / Child Protection issues to staff, parents and children.
- Ensure there is effective communication between staff on Safeguarding matters
- Provide and maintain an environment where children feel safe, are encouraged to talk and are listened to.
- Help equip children with skills needed to keep themselves safe
- Develop, implement and review policy and procedures in relation to Safeguarding
- Train and raise awareness of all staff, defining their role and responsibilities in regard to Safeguarding and Child Protection
- To identify children who are suffering or likely to suffer significant harm and respond appropriately
- Report suspected cases of abuse to Social Care.
- Work in partnership with parent/carer and other professionals where children have a Protection Plan.
- Help children to understand what is and is not acceptable behaviour towards others and themselves

In our school we respect our students. The atmosphere is one that encourages all students to do their best. We provide opportunities that enable our students to take and make decisions for themselves. The Academy's ethos promotes a positive, supportive and secure environment and gives students a sense of being valued.

Respect is a key priority in all aspects of school life; all stakeholders model good behaviour and respect in relationships, whether between students or between students and adults.

Our teaching of personal, social and health education helps to develop appropriate attitudes in our students, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, risk assessments and how to behave in response to them (e.g. 'stranger danger' and 'internet safety').

We aim to identify & meet every student's needs. We recognise that abuse and neglect can result in under achievement. We strive to ensure that all our students make good educational progress.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy, in accordance with KCSIE 2016, as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Child abuse can take a variety of forms:

- **Physical abuse** involves hitting, slapping, kicking, misuse of medication, undue restraint, shaking or other treatment of a child that can cause actual bodily harm. It can also include non-accidental injury to a child (NAI) including deliberate poisoning e.g. by drugs or alcohol, or where injury was knowingly not prevented. This also includes honour based violence (HBV), which is a violent crime or incident which may have been committed to protect or defend the honour of the family or community and / or female genital mutilation

(FGM), which is defined as ‘all procedures involving partial or total removal of the external female genitalia or other female genital organs.’

- **Sexual abuse** involving forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes non-contact situations such as viewing child abuse images. All of these activities could be part of child sexual exploitation (CSE).

Sexual violence and harassment can occur between children in schools. This is deemed to happen between individual two children or through a group of children sexually assaulting or sexually harassing a single child or group of children. (Sexual offences are identified through the Sexual Offences Act 2003).

- **Emotional abuse** involves persistent emotional ill treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved. Emotional abuse very often accompanies other types of abuse. Harassment on the grounds of race, culture, creed, gender or disability would also constitute emotional abuse.
- **Neglect** and acts of omission is also a form of abuse. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services).

Other specific Safeguarding issues can include:

- Children Missing from Education (CME) – any child failing to attend school regularly, or has been absent without school’s permission for a continuous period of 10 school days or more.

The School’s responsibility in this area also extends to:

- Parents who choose to home educate their children
 - Families who move away from the area
 - Children who are medically unfit to attend school
 - Children who are permanently excluded
 - Children who are in custody for more than four months
 - Children who ‘run away’ from home or go missing
- FGM – female genital mutilation – girls thought to be at risk need to be safeguarded
 - Preventing Radicalisation – children who are at risk of radicalisation or being drawn into or supporting terrorism and forms of extremism.

Signs of possible radicalisation:

- Student disclosures of exposure to extremist actions, views or materials
- Graffiti symbols, writing/artwork promoting extremism
- Students accessing extremist material online
- Students voicing extremist ideologies/using extremist terms
- Intolerance of different views ie secular/religious/culture/colour
- Anti-Western or anti-British vies
- Change of behaviours/friendships

- Peer on peer abuse – bullying, cyber bullying and gender issues which includes girls being sexually touched / assaulted or boys being subject to initiation / hazing type violence – (initiation activities)
- Supporting children with special educational needs (SEN) and disabilities who can face additional Safeguarding challenges.

Other commonly displayed signs or symptoms of abuse:

- significant changes in behaviour
- deterioration in general well being
- unexplained bruising, injuries or marks
- signs of neglect
- comments which children make which give cause for concern
- reluctance to go home
- unusual behaviour, tiredness, inability to concentrate
- sexually explicit during play, or in their use of language or in role play
- refusal to communicate, extremely withdrawn
- persistent complaints of stomach pains, enuresis soiling
- self-mutilation, excessive attention seeking
- truancy or running away from home
- receipt of expensive 'gifts' such as clothing, mobile phones, money (with particular relevance to Child Sexual Exploitation)
- voiced opinions on extremist themes in lessons and discussions.

4 **Staff Responsibilities**

4.1 The Head Teacher to ensure that:

- The Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Safeguarding & Child Protection.
- The Governing Body adopts appropriate policies and procedures to Safeguard children in Laurence Jackson School.
- Policies and procedures are implemented by staff.
- Parents / carers to be made aware each autumn term of the Safeguarding Policies that are in place and who is the DSL.
- Sufficient resources and time are allocated to DSL(s) to carry out Safeguarding & Child Protection effectively.
- The DSL(s) receive appropriate training for this important role.
- All staff and adults working in the school understand their Safeguarding & Child Protection responsibilities and are able to voice their concern if they feel a child is vulnerable or at risk.
- Staff to be aware of the 'whistle blowing' protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional.

- Laurence Jackson School develops effective working partnerships with relevant agencies and cooperate as required in regard to safeguarding children matters, including attendance at child protection conferences and other related safeguarding meetings.
- The school to provide appropriate reports for Safeguarding /Child Protection meetings.
- Ensure that all information and records are kept confidentially and securely.
- Safer Recruitment and Vetting procedures are followed for all appointments of staff including those working in Laurence Jackson School in a voluntary / unpaid capacity.
- Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving Laurence Jackson School.
- Mrs King has responsibility for coordinating action within the school and liaising with Social Care and other agencies in respect of suspected child abuse.

4.2 Designated Safeguarding Lead(s)

The DSL has the ultimate lead responsibility for all Safeguarding/ CP matters.

The DSL, will when appropriate delegate Safeguarding / Child Protection responsibility to DDSL's to meet the school's need (e.g. staff absence, staff development).

DSLs will receive support from the LA Safeguarding Lead.

The main responsibilities for the DSL & DDSL(s) are:

- To adhere to and follow procedures outlined in the Tees Local Safeguarding Children Board Procedures
- To help identify signs and symptoms of abuse
- To help identify any Safeguarding need
- Refer suspected cases of abuse to Social Care / Police
- Ensure all staff receives safeguarding awareness raising training to help them recognise and identify signs of abuse
- To raise awareness of child safety issues within the school
- Ensure that Laurence Jackson School has an up-to-date Safeguarding & Child Protection Policy which is consistent with LSCB procedures. The policy is reviewed annually
- To attend and represent the school at Safeguarding / Child Protection meetings
- Be responsible for securely managing Safeguarding & Child Protection files, compiling reports, recording and sharing information appropriately
- Ensure that all Safeguarding & Child Protection information and records are kept confidentially and securely

- To develop good working relationships / links with all external agencies & LA
- To raise awareness of their role with staff, parents and children
- Be available for staff for consultation purposes.
- Provide support & guidance to staff on all Safeguarding matters

4.3 School Staff (teaching and non-teaching)

Staff will receive Safeguarding & CP training in their school induction

All staff will receive Safeguarding & Child Protection refresher training on an ongoing basis.

Staff have a responsibility to report any concerns they have about a child's safety or identified need to the DSL or DDSL(s).

WHAT YOU SHOULD DO

In all cases of safeguarding concerns (including PREVENT **and sexual violence and harassment**)

If you see or hear worrying signs/evidence or a child approaches you with information which in your view, if not addressed, may pose a risk to the health or safety of that children then – never act alone, discuss your concern with a Nominated Person, remember it is essential to keep in mind the importance of seeking advice whenever you have a child protection concern. (If a Nominated Person is not available to discuss your concerns with, the DNTCPs, Headteacher or a senior member of staff should be informed).

DO

- Listen to a child who is alleging abuse. Ask open questions, eg “Is there anything else you would like to tell me?”
- Be honest about your responsibility and who you must discuss the matter with.
- Tell them that they are not alone and you will help them. Inform the Nominated Person and make a written record of information the child gives you.
- Record events (eg what the child said, word for word), date, time and sign the report.

DO NOT

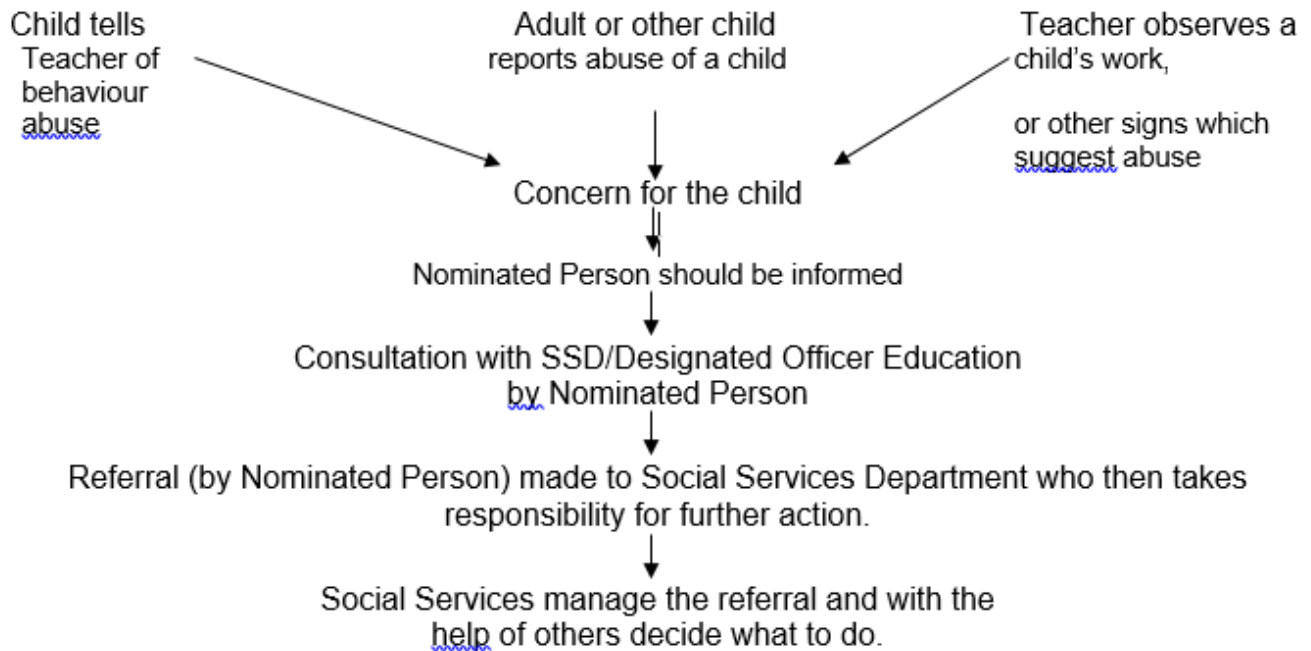
- Ask leading questions, eg “Did your Mum or Dad hit you?”
- Promise the child that the information they give will remain a secret.
- Dismiss the child's story as fantasy – a child's statement about an allegation of abuse, whether in confirmation or denial, should always be taken seriously.
- Assume that another Agency/person is already aware and taking appropriate action.

What Happens Next?

- Member of staff informs a Nominated person.
- Nominated Person consults with outside agencies.

- Referral is made and member of staff is asked to write a full account (verbatim).

PROCEDURE FOR A CHILD PROTECTION ISSUE



- The Head Teacher should be informed immediately and provided with the associated evidence.
- If the allegation is against the Head Teacher then the Chair of Governors should be informed immediately and provided with the associated evidence.
- The Head Teacher or Chair of Governors of the school should seek support and guidance from the local authority (LADO) and follow the **'Procedure for Managing Allegations against Staff, Carers and Volunteers'** provided by Tees Local Safeguarding Children's Board.
- Immediate support and guidance should be sought from:
 - The Local Authority Designated Officer (LADO) – 01642 – 771531
 - NSPCC whistleblowing helpline – 0800 028 0285

6 School Staff and Governor Training

All staff and governors at Laurence Jackson School receive Safeguarding & Child Protection training which raises their awareness of processes and procedures agreed by the Local Safeguarding Children Board (LSCB).

Training covers areas such as:

- Awareness Raising
- Signs and Symptoms
- Internet Safety
- Prevent
- Other appropriate Safeguarding / CP courses

Newly appointed staff receive Safeguarding training within the Laurence Jackson School induction programme and attend specific courses facilitated by the Local Authority (e.g. NQT's).

Staff at Laurence Jackson School also undertake Safeguarding E-learning courses promoted by the LSCB.

The DSL & DDSL's receive new and refresher Safeguarding & CP training on an annual basis including LSCB facilitated courses and nationally recognised on-line courses (e.g. Prevent).

The Head Teacher and members of the Governing Body have completed Safer Recruitment & Vetting training.

7 Confidentiality

Confidentiality and trust is maintained as far as possible.

Staff act on the basis that the welfare of the child is paramount.

The degree of confidentiality will be governed by the need to protect the child and personal information will be shared where this is necessary to protect the child (1998 Data Protection Act).

8 Monitoring and Review

The Governing Body will ensure that Laurence Jackson School undertakes the following:

- Annually review its Safeguarding & Child Protection Policy.
- Has a senior member of staff as Designated Safeguarding Lead.
- Review annually the workload of the Designated Safeguarding Lead by requesting an update of Safeguarding work undertaken within the termly Head Teachers Report.
- Governing body to support the Head Teacher in all Safeguarding matters as felt appropriate.
- Monitor and evaluate safeguarding training that staff receive.
- Review all aspects of safeguarding children / working practices and develop as required.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (March 2015) .The guidance is available via the following link: <http://www.workingtogetheronline.co.uk/index.html>

"Keeping Children Safe in Education" (2016) - statutory guidance for Schools and Colleges available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

