

# SAFEGUARDING POLICY

ORIGINATOR: JUDE MACDONALD  
SLT LINK: STUART WILLIAMS

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## 1 POLICY STATEMENT

- 1.1 The Federation is committed to providing an environment that safeguards and promotes the welfare, safety and health and guidance of our students. We recognise the importance of the contribution we can make to protecting and supporting students in the Federation. There are 3 key elements to this policy on safeguarding:
- Prevention – the Federation will provide an environment and establish and maintain an ethos where all students feel secure, are encouraged to talk and are listened to, raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe.
  - Protection – the Federation will ensure that all staff have an up-to-date DBS check and are trained and supported to respond appropriately and sensitively to safeguarding concerns, developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
  - Support – the safeguarding ethos provides structured systems of support for students through Client Services, tutors, and Vice Principals, supporting students who have been abused in accordance with his/her agreed safeguarding plan.
- 1.2 In accordance with the principles outlined in ‘Keeping Children Safe in Education’ (September 2016), and with regard to “Working together to safeguard children” (March 2015), and “What to do if you’re worried a child is being abused” (March 2015), the Federation commits to work in partnership with outside agencies to help prevent, protect and support children at risk. This co-operation includes a Vice Principal in charge of Safeguarding together with the Pastoral Team, where appropriate, attending multi-agency meetings and other inter-agency meetings.
- 1.3 The Federation will designate a senior staff member, normally a Vice Principal, to be the Designated Safeguarding Lead (DSL), and ensure that this person has received appropriate training to undertake the role. This training will be renewed every two years. All Federation staff will take part in a training programme to enable them to be better informed about Safeguarding issues and know clearly the response to any issues arising in the day- to-day running of the Federation. Safeguarding training for Federation staff is annual.
- 1.4 Staff safeguarding training will make explicit reference to Radicalisation, Extremism and the Prevent Duty (Revised Prevent Duty Guidance, updated September 2015); Female Genital Mutilation (FGM), (Mandatory Reporting of Female Genital Mutilation – Procedural Information, October 2015) and Child Sexual Exploitation. It will also cover any emerging issues in terms of the Safeguarding Agenda.
- 1.5 Staff will also receive a separate Core Training session on Prevent. Further information on radicalisation and extremism can be found in the Federation’s Prevent Strategy and Risk Assessment.
- 1.6 The Federation will work in conjunction with parents and guardians whenever it is in the child’s interests to do so.

- 1.7 The Federation will keep confidential, accurate and up-to-date records that note concerns about the welfare and behaviour of a student. These records will be maintained by Client Services.
- 1.8 Safeguarding records are kept by the DSL and by the Assistant to the Executive Principal.
- 1.9 The Federation will provide a curriculum that aims to raise awareness amongst students about keeping safe and raise self-esteem and the confidence to share their concerns with adults in the Federation.
- 1.10 The Federation will have a nominated member of the Directors, currently Mrs Judith Gilboy, who is responsible for ensuring statutory duties relating to safeguarding are completed.
- 1.11 The Federation will ensure that every member of staff (including temporary, supply and volunteers) knows the name of the DSL.
- 1.12 The Federation ensures all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person.
- 1.13 The Federation makes training material available to staff on the ICT system and the policy available to all through its website.
- 1.14 The Federation will include opportunities in the PSHE curriculum and assemblies for children to develop the skills they need to recognise and stay safe from abuse. This will include sessions on:
  - bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying;
  - racism, disability, and homophobic or transphobic abuse;
  - radicalisation and extremist behaviour;
  - child sexual exploitation;
  - e-safety such as the safe use of social network sites as well as good practise in using the internet.
  - sexting;
  - sexual consent;
  - substance misuse;
  - issues that may be specific to a local area or population, for example gang activity and youth violence; and
  - particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

## 2 TYPES OF ABUSE AND NEGLECT

- 2.1 The Federation will make all staff aware of the different types of abuse and the warning signs for each (taken from Working together to safeguard children, March 2015):

- 2.11 Abuse: 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.
- 2.12 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.
- 2.13 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.
- 2.14 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.
- 2.15 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.
- 2.16 Child sexual exploitation: child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of

ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

- 2.17 Radicalisation and extremism: 'extremism' is defined 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. We also include in our definition of extremism calls for death of members of our armed forces, whether in this country or overseas (Prevent, 2011)

### 3 WHO DOES THIS POLICY APPLY TO?

- 3.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. This policy applies to all staff, students and visitors to the Federation. All Federation staff are in a position of trust and have a duty to protect the welfare of our students.
- 3.2 Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

### 4 WHO IS RESPONSIBLE FOR CARRYING OUT THIS POLICY?

- 4.1 The implementation of this policy will be monitored by the Directors of the Federation and remain under constant review by the designated Vice Principal. The review will be subject to an annual update to the Directors.

### 5 WHAT ARE THE PRINCIPLES BEHIND THIS POLICY?

- 5.1 If it were my child I would want systems in place at the Federation that ensure their continued safety and well-being.
- 5.2 If a child goes missing from an educational setting it may be an indicator of abuse and neglect. Settings should put in place appropriate Safeguarding responses to children who go missing from education settings, particularly on repeat occasions to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risk of their going missing in future.
- 5.3 Child abuse is covered by the term 'significant harm' and is defined in the Adoption and Children Act 2002 in the following way:
- 'harm' means ill-treatment or the impairment of health or development;
  - 'development' means physical, intellectual, emotional, social or behavioural development;
  - 'health' means physical or mental health;
  - 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical.

### 6 PROCEDURES

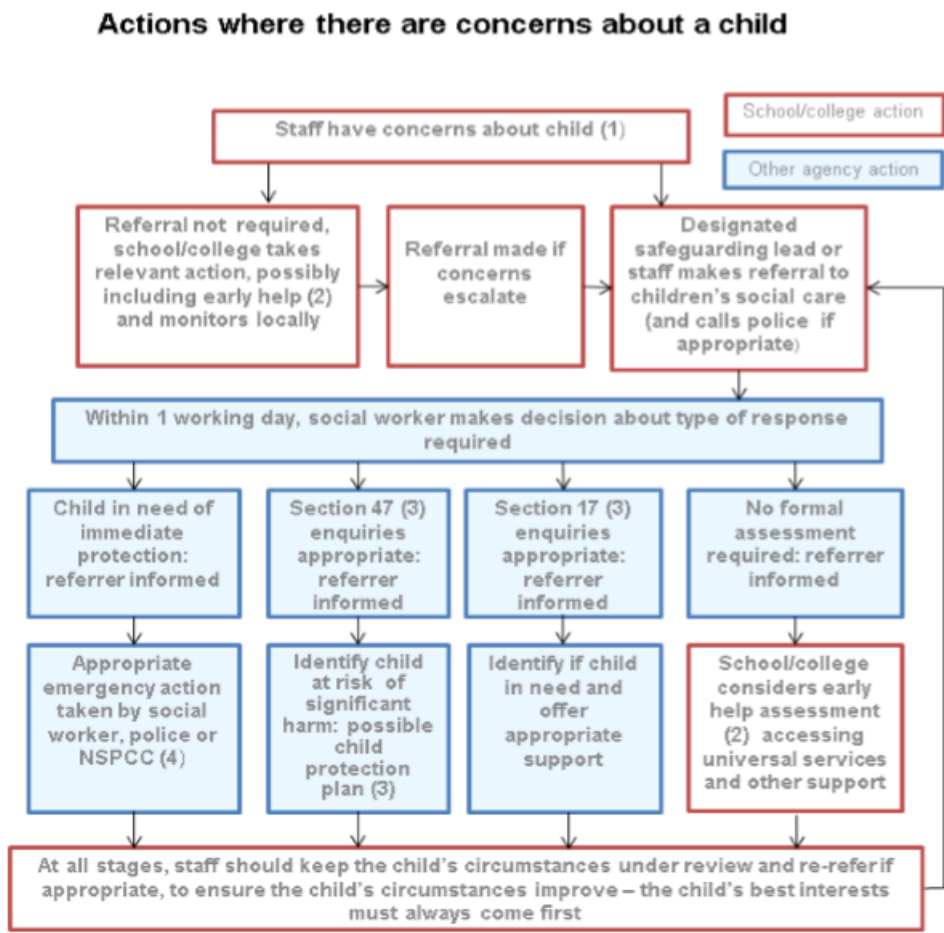
- 6.1 When a child makes a disclosure the following advice must be adhered to by the member of staff:
- Encourage the child to speak freely but inform them that the conversation cannot be kept confidential.
  - Do not touch students, even to reassure.
  - Ensure you are visible to other staff.
  - React to what the child says with belief.
  - Inform the student of the action you will take.
  - Keep an accurate record of the conversation.
  - Keep the information confidential to the few people who need to know.
- 6.2 Any member of staff that suspects or has evidence of child abuse must contact immediately the DSL or other named person within the Federation for handling these issues.
- 6.3 Contact must be made immediately with the DSL if a member of staff is given information from a student that indicates that neglect or abuse has taken place. In such circumstances, the member of staff must make it clear to the child that they have to pass on such information.
- 6.4 From this point on, the named person will keep a confidential, hand-written record of all comments, actions and observations. These records will be filed and access will only be given to the named person and the Executive Principal. The files are kept locked in the office of the DSL.
- 6.5 The named person will automatically inform the Executive Principal and the DSL of any new cases and from that point on, any further developments.
- 6.6 The DSL will then advise on the next step or steps and make any contacts outside Federation that may be necessary.
- 6.7 If the named person believes that 'a child is experiencing or may have already experienced abuse or neglect' or 'is likely to suffer significant harm in the future' then the Federation will contact the local Social Services Department after which a course of action will be agreed, and the guidance of Social Services will be followed. If it is advised that a referral should take place, the process shall be as follows:
- 6.7.1 The referral shall be made to the relevant Children and Young People's Service (CYPS) Referral Team:
- Rutland County Council Duty Officer - Tel: 01572 758407
- 6.7.2 In cases of allegations against staff, the Rutland County Council Designated Officer(s) (previously LADO) will also be contacted. – Tel: 01572 722577
- 6.7.3 All referrals and concerns should be made to the local referral team Duty Social Worker, however:
- *If you think a child is in **immediate** danger – call the Police.*
  - *If you think a child needs **emergency** medical attention – seek medical advice without delay.*

- You are approached in the holidays or late at night or at the weekend by a pupil who reveals that s/he is urgently or immediately at risk and you are *unable to contact the DSL* – contact the duty social worker yourself without further ado.

This is in line with Keeping Children Safe in Education (September 2016) statutory guidance which states that individual members of staff, regardless of their status in school, have a duty to refer concerns directly to children’s social care themselves if there is an emergency situation or they feel the school is not taking those concerns seriously enough.

6.8 All safeguarding records will be maintained in a confidential file until the child reaches the age of 24 when they will be destroyed.

The diagram overleaf illustrates the safeguarding procedures the Federation will follow. This has been taken from ‘Keeping Children Safe in Education’ (September 2016):



6.9 If a staff member has been *informed* by the girl that FGM has taken place or *observed* FGM – there is a mandatory personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The staff member is required to make a report to the police orally or in

writing; the recommended route is to call 101. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second. However, if a staff member *suspects* that FGM has been carried out, or are concerned about the risk, they should follow the Federation's safeguarding procedure in the diagram above.

## 7 PHYSICAL INTERVENTION AND RESTRAINT

The following guidance has been taken from the Safer Care Code of Conduct Policy. Guidance on physical contact with students is also provided in the Behaviour Management Policy.

- 7.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with students and children, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students or children this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student or child.
- 7.2 Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported.
- 7.3 Physical contact which occurs regularly with an individual is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open Federation policy and be subject to review. Where feasible, staff should seek the student's permission before initiating contact. Staff should listen, observe and take note of the student's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the student for the minimum time necessary.
- 7.4 There may be occasions when a distressed student needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.
- 7.5 Where a member of staff has a particular concern about the need to provide this type of care and reassurance she/he should seek further advice from a senior manager.
- 7.6 Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the student.



- 7.7 Students are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment.
- 7.8 Staff with a job description which includes intimate care duties will have appropriate training. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

## 8 ALLEGATIONS AGAINST STAFF AND WHISTLE-BLOWING

- 8.1 Guidance on the procedures to be followed when allegations are made against staff and whistle-blowing can be obtained from the Federation's Managing Allegations against Staff Policy and Staff Whistle-Blowing Policy respectively.

## 9 SAFER RECRUITMENT

- 9.1 The Federation adheres to the guidance on safer recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children. This is captured in the Federation's Recruitment Policy. This Policy describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the Federation.
- 9.2 Disqualification under the Childcare Act 2006 was updated February 2015 to preclude living in a same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2009 regulations. Staff engaged to work with children in the age range are expected to certify as follows "I am not disqualified from working with children and, to the best of my knowledge, no one who lives or works in the same household as me is disqualified".

## 10 POLICY REVIEW

- 10.1 This policy will be reviewed annually as part of the Federation review process and will be available via the Federation website.