



## Safeguarding policy

Date approved:	May 2017
Review Frequency:	Annually
Date next review due:	May 2018
Scope of Policy:	This policy applies to all staff, students, governors and volunteers at Greatfields School

<b>Designated Safeguarding Lead:</b>	John Sullivan
<b>Designated teacher for Looked After Children:</b>	John Sullivan
<b>Deputy Safeguarding Lead and teacher for Looked After Children:</b>	Richard Paul
<b>Governor with responsibility for safeguarding:</b>	Nathan Singleton

### 1.0 INTRODUCTION

This policy has been developed to ensure that all adults in Greatfields School are working together to safeguard and promote the welfare of students.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all Greatfields School students and staff. It identifies actions that should be taken to redress any concerns about student welfare.

The Headteacher or, in their absence, the member of staff deputising for them, has the ultimate responsibility for safeguarding and promoting the welfare of students.

Safeguarding and promoting the welfare of students goes beyond implementing basic child protection procedures. It is an integral part of all the activities and functions of Greatfields School.

Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their students and, in accordance with guidance set out in 'Working Together to Safeguard Students' and 'Keeping Children Safe in Education'. Greatfields School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.





## 2.0 ETHOS

- 2.1 Greatfields School aims to create and maintain a safe learning environment where all students and adults feel safe, secure and valued and know they will be listened to and taken seriously. The school implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of students and staff.
- 2.2 The Continuum of Needs and Response and the Common Assessment Framework is embedded into everyday practice and procedures when responding to students' needs. The students have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help students respect the rights of others, particularly those groups who may be considered a minority.

## 3.0 THE CURRICULUM

- 3.1 All students have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Students are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.
- 3.3 Civics lessons will provide opportunities for students to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 3.4 All students know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.





## 4.0 ATTENDANCE AND EXCLUSIONS

- 4.1 In accordance with the Greatfields School Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of students in its care.
- 4.2 The Attendance Policy identifies how individual cases are managed and how the school works proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of a Common Assessment Framework (CAF) or a Parenting Contract.
- 4.3 Greatfields School implements the statutory requirements in terms of monitoring and reporting students missing education and off-rolling and understands how important this practice is in safeguarding students.
- 4.4 The school will only place young people in alternative educational provision which has been quality assured and visited by a member of SLT. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance and progress will be monitored by Greatfields School.
- 4.5 The Designated Safeguarding Lead will be informed when a fixed term or permanent exclusion is being considered and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

## 5.0 KEEPING RECORDS

- 5.1 Greatfields School will keep and maintain up to date information on students on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.





## 6.0 ROLES AND RESPONSIBILITIES

6.1 The Executive Principal and Headteacher of Greatfields School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of students are fully implemented and followed by all staff, including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- The governor with responsibility for safeguarding and Looked After Children is Nathan Singleton.
- John Sullivan is designated to take strategic responsibility for safeguarding within the school.
- Richard Paul is the Deputy Safeguarding Lead and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the Designated Safeguarding Lead to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of students, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated every year.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the students and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its students.

6.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Safeguarding Lead.
- There is a senior member of the school's leadership team – Strategic Safeguarding Lead, John Sullivan - who is designated to take strategic responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- At least one member of every interview panel has received Safer Recruitment training.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with local procedures.
- All staff, volunteers and governors who have regular contact with students receive appropriate training which is up-dated by refresher training every year.





6.3 The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of students registered in the school. The Safeguarding Lead will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years, and update training at least annually.
- Provide relevant information to the Governing Body on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers and make sure that they receive refresher training every two years.
- Ensure that the school's actions are in line with the Local Safeguarding Children Board Procedures.
- Support staff to make effective referrals to appropriate external agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to external agencies related to safeguarding students.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Ensure that Deputy Safeguarding Lead is aware when DSL is off site.
- Liaise with the Executive Principal, Headteacher and governing body as necessary about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding, such as *'Keeping Children Safe in Education, 2016'* and *Working Together to Safeguard Children, 2015*.
- Send a student's child protection or safeguarding file separately from the main file to a new establishment if a student leaves the school. Keep a copy of the file.

## 7.0 SAFE RECRUITMENT AND SELECTION OF STAFF

- 7.1 The school's recruitment and selection policies and processes adhere to the DfE guidance set out in "Safeguarding Students and Safer Recruitment in Education Settings" (January 2007) and "Keeping Children Safe in Education", 2016.
- 7.2 All staff are subject to the required checks - including an advanced DBS check - and all teaching staff are checked against the prohibited teacher list.
- 7.3 All interviews are conducted by at least one member of staff who has undergone Safer Recruitment Training.
- 7.4 All safeguarding checks and information are stored on the school's Single Central Register.





## 8.0 WORKING WITH OTHER AGENCIES

8.1 Greatfields School has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify relevant external agencies if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a student who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

8.2 The Designated Safeguarding Leads will attend all Child Protection Conferences, Child in Need meetings, core group meetings and Looked After Children Reviews and PEPs involving any students from the school.

## 9.0 CONFIDENTIALITY AND INFORMATION SHARING

9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher, Strategic Safeguarding Lead or Safeguarding Lead discloses any information about a student to other members of staff on a need to know basis only.

9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard students. All staff and volunteers must be clear with students that they cannot promise to keep secrets.

## 10.0 TRAINING FOR STAFF AND VOLUNTEERS

10.1 Training is provided for all staff and volunteers. Induction training includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional, physical, sexual and neglect), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child. All staff will receive Section 1 of *Keeping Children Safe in Education, 2016* and *What to do if you're worried a child is being abused* as part of their induction pack.

10.2 All staff and volunteers who are in regular contact with students will receive basic training which is up-dated by refresher training every year. The Safeguarding Leads will receive refresher training every two years as well as further higher-level training. This training will be recorded on the Single Central Record.





## 11.0 RECORDING AND REPORTING CONCERNS

- 11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:
- Speak to the Designated Safeguarding Lead or the person who acts in their absence
  - Agree with this person what action should be taken, by whom and when it will be reviewed
  - The concern should be recorded in writing by the DSL and a Child Protection file should be created for the child where this concern should be kept. A black dot on a child's school file indicates that a separate Child Protection file is held on the child. This file is kept in a locked cabinet, which only DSL and his deputy have access to.
- 11.2 Any member of staff may make a referral to Social Services regarding a serious concern they have about a child. If a referral is made to Social Services the Designated Safeguarding Lead should be informed as soon as possible.
- 11.3 Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. Early help can also prevent further problems arising.
- 11.4 All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment. Further detailed information can be found in *Working Together to Safeguard children 2015*
- 11.5 Professionals should, in particular, be alert to the potential need for early help for vulnerable students. Whilst the list below is not complete, these are the groups of students who would particularly benefit from early help measures. A student who may benefit from early help:
- is disabled and has specific additional needs;
  - has special educational needs;
  - is a young carer;
  - is showing signs of engaging in anti-social or criminal behaviour;
  - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
  - has returned home to their family from care;4 and/or
  - is showing early signs of abuse and/or neglect.

## 12.0 INFORMING PARENTS/CARERS

- 12.1 Greatfields School's approach to working with parents/carers is one of transparency and honesty and the school's responsibility is to safeguard and promote the welfare of all the students in its care. The school aims to do this in partnership with its parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.





- 12.2 Parents and carers will be informed if a referral is to be made to an external agency.
- 12.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead, Strategic Safeguarding Lead or Headteacher will seek advice from the Borough's Children's Social Services team.

## **13.0 TYPES OF ABUSE**

- 13.1 As part of safeguarding training, all staff should be made aware of the four kinds of abuse as described in *Working Together to Safeguard Children, 2015*: physical, sexual, emotional and neglect.
- 13.2 Emotional abuse is the persistent emotional maltreatment of a child as to cause persistent adverse effects on the child's emotional development.
- 13.3 Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- 13.4 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 include physical contact, both penetrative and non-penetrative, as well as non-contact activities such as forcing children to watch sexual activities. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.
- 13.5 Neglect is 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. This may include a failure to: provide adequate food, clothing or shelter; to protect a child from physical or emotional harm; ensure adequate supervision; ensure access to medical care or treatment.

## **14.0 DOMESTIC ABUSE**

- 14.1 The school is aware that students' development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and that this is a safeguarding issue.
- 14.2 Students react to domestic abuse in similar ways to other types of abuse and trauma.
- 14.3. Information about Domestic Abuse and its effect upon students will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect students exposed to, and at risk from, domestic abuse.
- 14.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Borough's Children's Social Services team will be contacted as soon as possible.





## **15.0 FORCED MARRIAGE**

- 15.1 The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by the school. Child abuse cannot be condoned for religious or cultural reasons.
- 15.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.
- 15.3 If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

## **16.0 CHILD SEXUAL EXPLOITATION**

- 16.1 All staff should be aware of the dangers of Child sexual exploitation. Detailed information regarding the dangers of Child sexual exploitation can be found in 'Keeping Children Safe in Education, 2016'. The following is a brief summary of the key points.
- 16.2 Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive gifts as a result of engaging in sexual activities.
- 16.3 The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- 16.4 Child sexual exploitation includes pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

## **17.0 PEER ON PEER ABUSE**

- 17.1 Staff should be aware of the risks associated with peer on peer abuse. This form of abuse must not merely be seen as 'banter' but should be taken seriously.
- 17.2 Examples of peer on peer abuse include: sexting; verbal and physical bullying; inappropriate, sexualised behaviour towards students of either gender.
- 17.3 If a member of staff has concerns that this type of abuse is happening they should refer through the school's usual behaviour systems.





## 18.0 FEMALE GENITAL MUTILIATION

- 18.1 All staff should be aware of the dangers of Femal Genital Mutilation. Detailed information regarding the dangers of FGM can be found in '*Keeping Children Safe in Education, 2016*'. The following is a brief summary of the key points.
- 18.2 All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.
- 18.3 Victims of FGM are likely to come from a community that is known to practice FGM.
- 18.4 There are a number of indicators that a child may be at risk from FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.
- 18.4 **Staff have a mandatory duty to report any cases of FGM.**
- 18.5 The Designated Safeguarding Lead should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## 19.0 HONOUR BASED VIOLENCE

- 19.1 So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.
- 19.2 **Indicators** There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.
- 19.3 **Actions** If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi- agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers.

## 20.0 PREVENTING RADICALISATION

- 20.1 Staff should be aware of the Prevent Duty published in March 2015 by the DfE.
- 20.2 The Counter-Terrorism and Security Act places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism.
- 20.3 Local authorities have a duty to ensure Channel panels are in place, and schools are listed as partners of the panel.





- 20.4 Greatfields School has a separate 'Preventing extremism and Radicalisation Policy' available on the school's website.
- 20.5 The Designated Safeguarding Lead will undertake WRAP training and will disseminate this training to all staff.

## **21.0 ONLINE SAFETY**

- 21.1 Greatfields School has an e-safety policy which can be found on our website.

## **22.0 CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS**

- 22.1 Members of staff asked to attend a child protection conference or other relevant core group meetings about an individual student will need to have as much relevant updated information about the student as possible. A child protection conference will be held if it is considered that the student is suffering or at risk of significant harm.
- 22.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the student's physical, emotional and intellectual development and well being as well as relevant family related issues. This information will be shared with the parents/carers.

## **23.0 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

- 23.1 The school follows the procedures recommended by the Local Authority and the Local Safeguarding Children Board when dealing with allegations made against staff and volunteers, including informing the LADO – Mike Cullern. ([mike.cullern@lbbd.gov.uk](mailto:mike.cullern@lbbd.gov.uk), 020 8227 3934)
- 23.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

## **24.0 COMPLAINTS OR CONCERNS BY STUDENTS, STAFF OR VOLUNTEERS**

- 24.1 Any concern or expression of disquiet made by a student, member of staff or volunteer will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 24.2 Greatfields School will make sure that the student or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. The school will endeavour to keep the student or adult informed about the progress of the complaint/expression of concern.

