

| | | |
|---|---|-----------------------|
| POLICY / PROCEDURE / ACADEMY DOCUMENT: | WHOLE SCHOOL SAFEGUARDING POLICY | |
| POLICY REF: | L-PCP-001 | |
| POLICY STATUS: | Recommended | Statutory ✓ |
| THIS VERSION APPROVED (DATE): | 14th November 2017 | |
| SIGNED: (CHAIR OF MEETING) | | |
| MINUTED (DATE): | 14th November 2017 | |
| REVIEW DATE: | August 2018 | |
| COMMITTEE: | Leadership and Management | |
| RESPONSIBLE OFFICER: | Headteacher | |

WHOLE SCHOOL SAFEGUARDING POLICY

CONTENTS

- 1** Purpose and Aims
- 2** Ethos
- 3** Responsibilities and Expectations
- 4** Recognising concerns, signs and indicators of abuse
- 5** What to do if you are concerned
- 6** Managing allegations against an adult in a position of trust
- 7** Training
- 8** Useful Contacts
- 9** Current Safeguarding Issues
- 10** Policy Development
- 11** Appendices
- 12** Version Control

WHOLE SCHOOL SAFEGUARDING POLICY

“Safeguarding in Education is everybody’s business”.



1 PURPOSE AND AIMS

The purpose of The Ashley School Academy Trust safeguarding policy is to provide a secure framework for the school in safeguarding and promoting those pupils who attend our school. The policy aims to ensure that:

- ◆ All our pupils are safe and protected from harm, including PREVENT and Online-Safety.
- ◆ Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- ◆ Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours' and the school's legal responsibilities in relation to the safeguarding and promoting the welfare of all of our pupils.

2 ETHOS

Safeguarding in TAS is considered everyone's responsibility and, as such, our school aims to provide a safe, happy and stimulating school environment in which everyone will feel able, willing and confident to make their fullest possible contribution.

The Ashley School recognises the contribution it can make in ensuring that all pupils registered or who use our school feel that they will be listened to and appropriate action taken. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

3 RESPONSIBILITIES AND EXPECTATIONS

3.1 Governing Body

The Ashley School has a Governing body (Trust Board) whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. The Governing body should also ensure that the policy is made available to parents and careers if requested.

It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Head Teacher and volunteers). The Governing body will ensure that there is a Named Governor and a Senior Designated Person (SDP) who has lead responsibility for dealing with all safeguarding issues in our school.

3.2 Senior Designated Person (SDP) and Senior Designated Person Alternates (SDP Alternates)

The **Senior Designated Person** is: Ms Sally Garrett - If she is not available then her **SDP Alternates** are: Mrs Marion Trowbridge (Lead, PFS Team), Mr Aaron Wright (Deputy Head), Mr Andy McAvoy (Deputy Head). (*These staff can also be contacted with any safeguarding concerns*).

The **Name Safeguarding Governor** is: Dr Caroline Hyde
(Alternate: Mr P Wilkinson)

It is the responsibility of the SDP to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The SDP has a role in ensuring that the whole school safeguarding training takes place at least every three years; which they can deliver within schools provided they are linked in to the support and quality assurance process offered by the Local Authority. This includes mandatory attendance at an annual 'Training for Trainers' programme and receiving monitoring visits from the Professional Advisor or Local Authority delegated staff.

Our 'Trained Trainers' are: Mrs Marion Trowbridge, Mr Aaron Wright
Our 'Online-Safety Trainer' is: Mrs M Trowbridge (Interim – April 2016)

The SDP is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The SDP is also required to complete a Self-Review Assessment Report annually which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its Safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

All Child Protection concerns need to be acted on **immediately**. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the Senior Designated Person immediately.

3.3 Safe Staff

All staff have access to and be expected to know our schools' policy for safe restraint (Positive Handling). There will be occasions when some form of physical contact is inevitable, for example, if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. The Deputy Headteachers and the Headteacher are able to practice "School Safe". All Teachers, Teaching Assistant, Learning Support Assistants and Residential Care staff receive School Safe Training:

- ♦ Theory –three-yearly cycle
- ♦ Practical – two-yearly cycle with regular practice sessions

If staff, visitors, volunteers or parent helpers are working with children along they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

There are sensible steps that every adult should take in their daily professional conduct with children.

(see Section on Training and Safer Recruitment later in this policy).

3.4 All Adults

Safeguarding is considered everyone's responsibility at TAS. All adults, including the SDP have a duty to refer all known or suspected cases of abuse to Children's Social Care or the Police.

Where a disclosure is made to a visiting staff member from a different agency, e.g. a member of a LA Integrated Team or School Nurse, it is the responsibility of that agency's staff to formally report the referral to the School's Designated Person in the first instance. Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the On-Site Senior Designated Person and a formal notification made to the school's SDP where the child is on role for information or appropriate action to be taken. Any records made should be kept securely on the Child's main school/child Protection file.

3.5 Parents and Carers

When new pupils join our school, all parents and carers will be informed that we have a safeguarding policy. This will be offered to parents should they request a copy.

Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Customer First. The leaflet, Keeping Children Safe in Education, published by the Suffolk Safeguarding Children Board can be found here:

<http://www.suffolkscb.org.uk/assets/files/2014/16403-SCB-Keeping-Children-Safe-DL-LR.pdf>

4 **RECOGNISING CONCERNS, SIGNS AND INDICATORS OF ABUSE**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education, PREVENT & online safety etc. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognize as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

4.1 Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

4.2 Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- ◆ Excessively clingy or attention seeking.
- ◆ Very low self-esteem or excessive self-criticism.
- ◆ Withdrawn behavior or fearfulness.
- ◆ Lack of appropriate boundaries with strangers; too eager to please.
- ◆ Eating disorders or self-harm

4.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behavior including words, play or drawing.

4.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

5 WHAT TO DO IF YOU ARE CONCERNED

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

- ◆ **Do** stay calm and listen carefully.
- ◆ **Do** reassure them that they have done the right thing in telling you.
- ◆ **Do not** investigate or ask leading questions.
- ◆ **Do** let them know that you will need to tell someone else.
- ◆ **Do not** promise to keep what they have told you a secret.
- ◆ **Do** inform your Senior Designated Person as soon as possible.
- ◆ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- ◆ **Do not** include your opinion without stating it is your opinion.
- ◆ **Do** refer without delay.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Head teacher. Where those concerns relate to the Headteacher however, this should be reported to the Chair of Governors using the schools' Whistle blowing policy.

5.1 Records and Monitoring

If we are concerned about the welfare or safety of any child, all adults in school will record their concern on the agreed report form detailed in the Local Safeguarding Procedures and give this to the SDP/SDP Alternate. Reports of a concern to the SDP must be made in writing and signed and dated by the person with the concern (see Appendix 2 – Reporting Form for Safeguarding and Body Maps).

Any information recorded will be kept in a separate named file by Marion Trowbridge, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the SDP and information will only be shared within school on a need to know basis for the protection of the child. Any additional safeguarding information will be kept in the file. Copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will have a chronology and contents front cover.

If a child leaves our school we will ensure that our SDP makes contact with the SDP at the following school and the file will be forwarded. We ensure the receiving school has the most relevant and up to date information about the child.

6 MANAGING ALLEGATIONS AGAINST AN ADULT IN A POSITION OF TRUST

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the SDP who will advise the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors and the Area Education Manager. The Headteacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by the Area Safeguarding Manager.

The Headteacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by the Area Safeguarding Manager. This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependent on the allegation being made, the Headteacher will need to:

- Refer to the LADO immediately and follow up in writing within 48 hours.
- Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- 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 is deemed necessary.
- Act on any decision made in any strategy meeting or evaluation meeting.
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations having been founded.

7 TRAINING

All members of staff and volunteers will have access to whole school safeguarding training at least every three years. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our Senior Designated Person and Alternates will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the SDP/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

8 USEFUL CONTACTS

Suffolk Safeguarding Children Board www.suffolkscb.org.uk

Customer First: 0845 023023

Police: 999

Child Exploitation and Online Protection Agency www.thinkuknow.co.uk
www.ceop.org.uk

LADO is Chris Burton for the Northern Area

9 CURRENT SAFEGUARDING ISSUES

The following safeguarding concerns actual or suspected should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which, where available, can be found on the Suffolk Safeguarding Children Board website at: www.suffolkscb.org.uk

9.1 Anti-bullying and Cyber-bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats or name calling)
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

Cyber-bullying is the harassment, maltreatment or discrimination of another through the use of information communication technology including emails, text messaging, social network sites and mobile phones.

TASAT has a clear commitment to enable all children and young people in Suffolk to live, play, learn and socialise in environments that are free from victimisation, harassment and bullying. TASAT has an Anti-Bullying policy which is reviewed every two years.

The Suffolk Safeguarding Children Board Strategy can be found at:
www.suffolkscb.org.uk/

9.2 Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At TAS Primary School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards. www.suffolkscb.org.uk/

9.3 Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*)
www.suffolkscb.org.uk/

TAS will ensure that our disabled children are listened too and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

9.4 Domestic Abuse

The Government defines domestic abuse as “*Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality*”

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, TASAT will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

9.5 Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her 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 parent
- 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 at TASAT to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements. www.suffolkscb.org.uk/

9.6 Child Exploitation and Online-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people, TASAT will ensure that we have in place appropriate measures such as security filtering. At TASAT we have an Acceptable Use of ICT Policy and are developing our E-Safety policy.

We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Acceptable Use of ICT Policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

9.7 Children Missing Education

“Basic to safeguarding children is to ensure their attendance at school.” (*OFSTED 2002*). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being.

At TASAT we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

www.suffolkscb.org.uk/

9.8 Cultural beliefs which against the law of England

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. TASAT does not condone practices that are illegal and which are harmful to children.

It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from such cultural practices, TASAT's will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Examples of particular practices are:

9.8.1 Forced Marriage

TASAT does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's social care. www.suffolkscb.org.uk/

9.8.2 Honour Based Violence

'Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. If a concern about a child is brought to the attention of TASAT we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

9.8.3 Female Genital Mutilation (FGM)

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If a concern about a child is brought to the attention of TAS we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

9.8.4 Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

10 POLICY DEVELOPMENT

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure TASAT is a safe place to learn and work.

This policy has been updated in compliance with the document;

Keeping Children Safe in Education Statutory guidance for Schools and Colleges. Department for Education (September 2016). A job description for The Senior Designated Person has been written in compliance with this document.

Useful Legislation Links:

Keeping Children Safe in Education September 2016

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

Working Together to Safeguard Children 2015

A guide to inter-agency working to safeguard and promote the welfare of children

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

What to do if you're worried a child is being abused 2015

Advice for practitioners

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

The Prevent duty

Departmental advice for schools and childcare providers 2015

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/07/Prevent-duty-Guidance-and-Social-Media-briefing-DfE-June-2015.pdf>

Education Act 2011

http://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga_20110021_en.pdf

Children Act 2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

All of our Senior Designated Team are using the current **Signs of Safety** approach that is being introduced in Suffolk. We have all attended initial Signs of Safety Training.

Our Pupil Family Support Lead, Marion Trowbridge, attends all Child Protection meetings, and TAC meetings and she liaises with the teachers and children. She carries out the children's Wishes and Feelings using the Three Houses model from the Signs of Safety Training. She is currently completing her level 2 and 3 Child Protection training.

Our contact for advice and consultancy in relation to Safeguarding is:

Lorna Jackson

Professional Advisor – Safeguarding in Education

Lorna.Jackson@suffolk.gov.uk or tina.wilson@suffolk.gov.uk

11 Appendices

- Appendix 1 Additional Information – Signs and Indicators of Abuse
- Appendix 2 Recording Form for Safeguarding and Body Map
- Appendix 3 Common Assessment Framework including - Urgent Referral Form which SDP and SDP Alternate use

12 VERSION CONTROL

| | |
|---|---|
| Academy Version 2017-2018/001 | November 2017 |
| Date agreed by the: Leadership & Management Committee: | 14 th November 2017 |
| | |
| This policy updates and replaces that approved by Governors | 25 th January 2016 (Hyper-links to KCSIE 2016 amended – September 2016) |
| <p>In this policy as in all documents of The Ashley School Academy Trust (“TASAT”) any reference to The Ashley School, The Academy, School, Governors of The Ashley School or Trustees of The Ashley School is a reference to The Board of Directors of The Ashley School Academy Trust and any reference to the Headteacher of The Ashley School is a reference to the Chief Executive Officer of TASAT.</p> | |
| <p>The Ashley School Academy Trust An exempt charity limited by guarantee Company Number: 07729412</p> | |