

POLICY / PROCEDURE / ACADEMY DOCUMENT:	LOCAL SAFEGUARDING PROCEDURES	
POLICY REF:	L-PCP-002	
POLICY STATUS:	Recommended	Statutory ✓
THIS VERSION APPROVED (DATE):	25th January 2016	
SIGNED: (CHAIR OF MEETING)	
MINUTED (DATE):	25th January 2016	
REVIEW DATE:	January 2018	
COMMITTEE:	Leadership and Management	
RESPONSIBLE OFFICER:	Headteacher	

LOCAL SAFEGUARDING PROCEDURES

CONTENTS

- 1** People in charge of Safeguarding
- 2** Referrals
- 3** Aims
- 4** Introduction
- 5** Reporting suspicions of Child Abuse
- 6** Confidentiality
- 7** Signs and Symptoms of Abuse
- 8** Why Children with Disabilities are particularly vulnerable to Abuse
- 9** INSET and CPD Opportunities
- 10** The Curriculum
- 11** Supervision
- 12** Pupil Access to a Telephone
- 13** Issues for Further Development
- 14** Key Documents
- 15** Version Control

LOCAL SAFEGUARDING PROCEDURES

1 PEOPLE IN CHARGE OF SAFEGUARDING

Safeguarding Designated Teacher: Sally Garrett, *Headteacher*

Alternative: Mrs Marion Trowbridge, *Pupil and Family Support Coordinator*

Both are Supported by: Aaron Wright, *Deputy Headteacher*
Andy McAvoy, *Deputy Headteacher*

Governor: Dr Caroline Hyde
Governor (Alternate) Mr Paul Wilkinson

Designated Teacher for CIC: Sally Garrett, *Headteacher*
Supported by: Mr Andy McAvoy, *Deputy Headteacher*, supported by Mr Carl McLaren, *Residential and Care Leader*

Alternative for CIC: Mrs Marion Trowbridge, *Pupil and Family Support Coordinator*

Supported by: Aaron Wright, *Deputy Headteacher*

2 REFERRALS

All referrals to go to Mrs Marion Trowbridge in an internal, Confidential envelope via the Admin Office. When handing the envelope in please state that it is a CP/Safeguarding referral and how urgent it is. This will enable admin staff to give it to SG or AW if MT is unavailable. Should there be an emergency, it may be necessary for you to make immediate contact with Mrs Trowbridge. This can be done again, via the Admin Office.

In the event that the incident involves a member of staff, referral must go to Sally Garrett. Should the referral involve Sally Garrett, Dr Caroline Hyde would receive the referral.

3 AIMS

- To promote a culture where pupils and staff feel safe and respect each other's individuality;
- To ensure that all staff are aware of their roles and responsibilities in the area of Safeguarding, including PREVENT and Online-Safety;
- To ensure that all staff are aware of the signs and symptoms of abuse;

- To ensure that all staff are familiar with the Safeguarding procedures at The Ashley School;
- To ensure that staff have access to appropriate INSET, further information and guidance in the area of Safeguarding;
- To promote pupils' skills and knowledge so that they can better protect themselves;
- To promote communication and better working arrangements with other agencies with a role in the protection of children.

All staff will be DBS checked as a matter of course. Anyone without an DBS who comes onto the school site as a visitor, must not have any unsupervised access to children (ie visitor must be in the same room and in visual range of staff).

This policy should be read in conjunction with the school policy on Behaviour Management, Control, Positive Handling, Touching and Anti-bullying, the Whole School Safeguarding Policy and the Suffolk Safeguarding Board Procedures in respect of allegations of child abuse made against school staff. The school also has a Complaints Policy and Procedures for Pupils in Residence. The Appendix to this document includes a checklist of good practice in Safeguarding.

4 INTRODUCTION

Abuse may be sexual, physical, emotional or neglect, it can take place within the family, in schools, homes, youth clubs or anywhere where children and young people live or frequent. It can be perpetrated by relatives, strangers, staff in schools or institutions or by other young people. Disabled and vulnerable children are at least five times more at risk of being abused than other children. Recent government enquiries such as Lost in Care reporting on abuse in North Wales and People like Us reporting on safeguards for children living away from home highlight longstanding concerns of abuse in England and Wales.

It is the duty of all staff in school to be aware of the possibility that pupils may be abused within or outside the context of the school. Because of staff's day-to-day contact with individual pupils during the school term and in residence, staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Staff have a duty to report any suspicions of abuse and follow the procedures laid down by the Suffolk Area Safeguarding Board. A copy of these procedures is kept in the designated safeguarding person's office and staff should must be made aware of the contents. Individuals do have the right to report their concerns directly to the Social Services or police if that is felt to be appropriate. The Ashley School Academy Trust works closely with the Suffolk safeguarding manager who is well qualified to provide support and guidance in the area of Safeguarding. In the event of a Safeguarding investigation, the area safeguarding manager works closely with the school.

5 REPORTING SUSPICIONS OF CHILD ABUSE

- a. With the support of The Safeguarding Designated Teacher, Mrs Marion Trowbridge, is responsible for receiving the school referrals and any suspicions of abuse should be reported to her. In her absence suspicions or concerns should be reported to either of the Deputy Headteacher, Mr Wright / Mr McAvoy, the alternative designated teacher. A verbal report should be followed by a written report within 24 hours, which should include a transcript of any relevant conversations. Dr Caroline Hyde is the Safeguarding Governor.
- b. In respect of allegations made against staff, the Governors have adopted the Suffolk County Council procedures. Ms Garrett supported by Mrs Trowbridge are the designated teachers, Mr Wright / Mr McAvoy the alternative designated teacher and Dr Hyde the nominated Governor for Safeguarding.
- c. Individual members of staff may only have awareness of one part of a jigsaw surrounding a child, so all suspicions, however trivial, should be reported.
- d. Your suspicions are to be recorded on forms which are available on the shared network (safeguarding folder) or from admin and in each house and keystage area. If possible these should be typed onto, if you need to use the body map you can only add these to the printed copy. On completion of the report please complete ALL the following stages
 1. Print one copy and sign it, deliver it to admin in an envelope.
 2. Save the report to your area
 3. Email the report as an attachment to mtrowbridge@ashleyschool.co.uk
 4. Delete the report from your folder.

The completion of these written accounts, together with any drawings, should be handed to the Safeguarding Designated Teacher, and will be kept in a confidential, locked Safeguarding file in the Pupil and Family Support Team office.

- e. Where a child discloses information to you, it is essential that the child is believed and not questioned. The child must be offered as much support as possible. Please follow the procedure as in paragraph c above without further discussion with anyone. To avoid contamination of evidence a child must not be 'interviewed'. Staff should simply establish that there has been an incident that needs reporting.
- f. If you suspect any form of abuse from your general observations of the child, please use the above procedure.
- g. Any action to be taken on the basis of suspicion is the decision of the Safeguarding Co-ordinator. This decision is made based upon all the evidence available and through discussion internally and with the social services or police. Staff will be informed of any outcome and the decisions made in terms of further action, support required or disciplinary measures to be taken.

- h. In most circumstances it is the responsibility of the Safeguarding Designated Teacher to inform parents of any allegations. Where there are doubts regarding such a course of action, discussion will take place with the Area Safeguarding Manager.

6 CONFIDENTIALITY

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances, staff may be given highly sensitive or private information. They should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate or embarrass the pupil.

Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the child's identity does not need to be disclosed, the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only those with designated child protection responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to senior management.

The storing and processing of personal information about pupils is governed by the Data Protection Act 1998 and laid out in the schools' Data Protection Policy. Employers should provide clear advice to staff about their responsibilities under this legislation.

In the event of a serious allegation of suspicion, the Safeguarding Designated Teacher in the school will complete at [schedule 5 form](#) and send to the Director of Social Care and Ofsted.

7 SIGNS AND SYMPTOMS OF ABUSE

Signs of Emotional Abuse

Delay in physical emotional development
Sudden speech disorders
Drugs/solvent abuse
Compulsive stealing and scavenging
Running away
Admission of punishment which seems excessive
Fear of parents being contacted

Extremes of mood
Self-deprecation
Over reaction to mistakes
Fearful of changes in situation
Inappropriate emotional responses to painful situations
Neurotic behaviour (eg rocking, hair twisting, thumb sucking)
Self-mutilation

Signs of Sexual Abuse

Any of the signs of emotional abuse, plus:

Sleep disturbances or nightmares
Wetting, day or night
Fear of undressing for gym etc.
Chronic illness, especially throat infections and venereal disease
Genital itching or pain
Anorexia or bulimia
Unexplained pregnancy
Distrust of familiar adult/apparent secrecy
Unexplained gifts of money
Depression and withdrawal
Sudden changes in behaviour or school performance
Display of affection in a sexual way inappropriate to age
Tendency to cling or need constant reassurance
Tendency to cry easily
Regression to younger behaviour
Phobias or panic attacks

Signs of Physical Abuse

Frequent injuries or bruising
Untreated injuries
Questionable excuses given to explain injuries
Refusal to discuss injuries
Unexplained injuries or burns, particularly if recurrent
Distrust of medical help
Arms and legs kept covered in hot weather
Admission of punishment which seems excessive
Self-destructive tendencies
Bald patches
Aggression towards others
Withdrawal from physical contact
Fear of returning home
Running home

Signs of Neglect

Constant state of hunger
Constant state of fatigue
Inadequate clothing
Poor personal hygiene
Untreated medical problems
Emaciation
Frequent lateness or absence from school
Compulsive stealing or scavenging
Running away
Peer group rejection
Poor social skills
Nervous/inconsistent behaviour
Destructive tendencies
Low self-esteem

8 WHY CHILDREN WITH DISABILITIES ARE PARTICULARLY VULNERABLE TO ABUSE

- Research suggests that levels of abuse are up to 5 times higher for SEN groups than for 'average' children.
- Offenders see children with disabilities as safe targets and are attracted to work with children in care and support organisations.
- Sometimes disabled children do not receive the best information about keeping safe or about sexuality.
- Disability can go hand in hand with attitudinal factors that devalue the person so that they think they do not matter.
- Disabled children often receive less attention from family and less social interaction and may be at risk through neglect and therefore welcome attention.
- Physically dependent children are in a more intimate situation – this could reduce inhibition.
- Pupils with SEN are more subject to manipulation and exploitation by adults or other children.
- Limited language skills and intellect make some pupils incapable or less able to tell when they do not feel safe.
- Limited intellect and maladjusted behaviour make SEN pupils poor and risky witnesses in court.
- Some people do not know what to expect of learning disabled children, therefore signs of abuse can be seen as features of the disability.
- Children with SEN can be treated as innocents.

9 INSET AND CPD OPPORTUNITIES

The Ashley School Academy Trust provides training for all staff to raise awareness of the signs of abuse and ensure that all staff are familiar with the procedure for reporting concerns. The NSPCC and Suffolk county INSET programme provides a range of courses in Safeguarding. The school also supports training provided by the Safeguarding Children Board (SCB). Within the budget constraints and the priorities of the school development plan decisions are made regarding which courses are supported. Staff should consult the school CPD Leader if they wish to be considered for any courses or require further information. The Ashley School Academy Trust provides Safeguarding induction for individuals & awareness training as required for each staff group independently or as a whole school event. A cyclic programme is in place.

10 THE CURRICULUM

Promoting an ethos where pupils feel safe and confident to talk to adults and a curriculum that allows the development of the necessary skills and information for pupils to protect themselves in a key objective of the school. All teachers, care staff, and LSAs, along with parents have a role to play in this work.

Where pupils feel that they are valued, treated with respect, are actively listened to and believed, they will feel more secure and able to voice concerns.

The leader for PSHCE and the school Pupil and Family Support Team and other agencies together with the Leadership team and Governors have a key role to play in the development of the Safeguarding curriculum, the organisation of resources and in giving guidance to staff.

11 SUPERVISION

The supervision of pupils with Special Educational Needs in school and residence is an important and responsible task. A balance will always have to be made between providing a 'normal' environment and duty of care. What is important is that staff follow the agreed procedures, share information work as a team and be active and aware of critical times and particular combination of pupils. If you are ever in doubt always ask for support and advice.

- In order to protect themselves from allegations, staff should follow these guidelines:
- Always be publicly open when working with children.
- In PE/swimming where any form of manual support is required, this should be provided openly. The teacher should also be extremely careful as it is difficult to maintain hand positions where the child is constantly moving.
- Staff are not to change for activities such as swimming, games or PE with the children.
- Staff will have due regard for pupils' rights of privacy while at the same time ensuring appropriate supervision, egg washing and bedtimes.

- When lone working with a pupil or group of pupils, make sure another member of staff is aware and sit in view of other staff. Think about the room you are in and be aware of the dynamics.
- Do not take children alone in a car on journeys however short without the agreement of the Headteacher or parents.
- Participate openly and honestly in staff supervision sessions and any discussion with your line manager.

12 PUPIL ACCESS TO A TELEPHONE

- Free access to the Childline Helpline and Ofsted (Residential) helpline is available from the residential houses. Residential pupils will need to be tutored in the way of accessing the complaints procedure.

13 ISSUES FOR FURTHER DEVELOPMENT

- Staff training for new staff and those new staff in key positions.
- Further training on Online-safety to build on work underway.
- Monitor and evaluate training and improve process based on feedback eg Area Safeguarding Manager working with head teacher to deliver whole staff safeguarding training suited to school needs.

14 KEY DOCUMENTS

- We regularly update staff on PD Days with the most recent local and national safeguarding advice and guidance. This can be access on: www.suffolkscb.org.uk
- Working together to Safeguard Children. HMSO March 2010.
- Growing up in groups - Barbara Kahan. HMSO 1994.
- People Like Us – William Utting, Stationery Office 1997.
- An Introduction to the Children Act. HMSO 1989.
- What to do if you are worried a child is been abused, D.H. et al 2003

Relevant Legislation:

Keeping Children Safe in Education 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.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>

This policy needs to be read in conjunction with TAS Whole School Safeguarding Policy (on Staff Shared area under Policies) and our school Whistleblowing policy (on Staff Shared area under Policies).

Sally Garrett

(revised by S Garrett, Dec 2015)

15 VERSION CONTROL

Academy Version 2015-2016/001	January 2016
Date agreed by the: Leadership & Management Committee:	25 th January 2016
This policy updates and replaces that approved by Governors	10 th December 2014
<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>	