

LAUNCHPAD



Alternative Provision Service

Safeguarding Policy

PACE and Launchpad

Encompassing 3 Pupil Referral Unit bases: Medical Needs Tuition including Outreach Tuition,
Alternative Education

Policy reviewed and updated September 2016

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1. INTRODUCTION

Developing a Whole School Policy on Safeguarding Children

This document concerns the duties that PACE and Launchpad has to safeguard and promote the welfare of children. It is informed by The Education Act (2002), which was implemented on 1 June 2004.

Section 175 is underpinned by the DfES Guidance “Safeguarding Children in Education” issued on 6 September 2004 for immediate effect.

Detailed information regarding safeguarding is available on the website www.sthelenslscb.org.uk

“Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school”

Taken from “Safeguarding Children In Education”

This policy draws upon good practice within the Local Safeguarding Children Board - LSCB which are commensurate with the Guidance document “Working Together to Safeguard Children” This guidance document states that all education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting;
- Promote safe practice and challenge poor or unsafe practice;
- Identify instances in which there are grounds for concern about a child / young person’s welfare and take appropriate action to keep children / young people safe;
- Contribute to effective partnership working between all those involved with providing services for children.

Taken from “Safeguarding Children In Education”

- Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person.
- Development includes physical, intellectual, emotional, social or behavioural development.
- Health includes physical and mental health.
- Ill-treatment includes sexual abuse and other forms of ill – treatment that are not physical. This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.

This policy applies to all teaching, non-teaching, school governors and volunteer staff.

Keeping Children Safe in Education (2016) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated ‘school’ in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools. College means further education and sixth form colleges under the

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further and higher education act 1992 and relates to under 18's but excludes 16 – 19 academies and free schools.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

All staff should read Part One of this guidance. All staff receive a copy of this document on induction and updates are emailed as published. Staff can also find a copy on the Staffroom Safeguarding Noticeboard.

Prevent Duty Guidance – England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Teaching Standards

The Teacher Standards 2012 state that teachers, including head teachers should safeguarding children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

2. THE PURPOSE OF A SAFEGUARDING POLICY

Our whole school safeguarding policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy also makes explicit the school's commitment to the development of good practice and sound internal school procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

“The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance.”

There are three main elements to our Safeguarding Policy’.

(a) Prevention

Caring relationships with children, parents, carers and families will begin to be built on from Foundation Stage and are built on mutual trust and respect. Foundation stage staff carry out home visits to develop partnerships with parents and get to know the child on his / her known territory. (Foundation stage policy.) Staff throughout the school meet with parents on a regular basis to discuss concerns and parents are welcome at all other times to make an appointment if they need to speak to a member of staff. Attendance is vital; school works closely with the Education Welfare Officer and operates a first day contact system in the case of unexplained absence from school. The Education Welfare Officer or Head of Service and Teacher In Charge/Manager visit the homes of children if there is a concern. (See the School Attendance Policy for all procedures used.)

(b) Protection

At PACE and Launchpad we ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. There are identified key workers across school. Staff are trained at a basic level in safeguarding and are made aware of the need to be observant and to monitor the children in their care i.e. to notice changes in appearance and

behaviour, patterns of absence etc. Staff are aware of the need to respond appropriately and sensitively to safeguarding concerns. The safeguarding flowchart and continuum of need is displayed in the **general office, staff room, Teacher In Charge/Manager offices and on the parent advice board in the entrance hall**. All Staff have access to a copy of the guidance material, Working Together to Safeguard Children.

(c) **Support**

Children have the opportunity throughout the day to talk to adults in school – teacher, midday supervisors, youth mentors and classroom and welfare assistants. There is a **Thought Box available in the bases** and staff regularly feedback the views of children in each year group to ensure that children feel that they have a voice and are listened to. Informal support is offered to parents / carers through coffee mornings, fund raising events, parent's courses and review meetings. Information relating to community services is displayed on the parents' board.

Adults who have been involved in any part of a safeguarding issue will be offered support and, if appropriate, support from outside agencies will be sought.

3. SERVICE COMMITMENT

'We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of, or suffering from abuse.'

Our service will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum activities and opportunities for PSHE / Citizenship which equip children with the skills they need to stay safe from abuse, different forms of harassment and bullying and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. The PRU will provide opportunities for pupils to develop their voice and to listen to their concerns for example through organized circle time, the use of SEAL (social and emotional aspects of learning), through planned assembly time and peer listening activities.
- (d) PACE and Launchpad have implemented the **Learning Challenge Curriculum**, which is designed to link together critical elements in teaching and learning, curriculum and assessment. This
 - is planned around the distinctive needs of our children
 - is enquiry based to promote curiosity
 - is outcomes driven to raise standards
 - embeds the application of basic skills
 - Integrates empowering learning through learning to learn skills which help to develop independent enquirers, team workers, resourceful thinkers, self managers, effective participators
- (e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4. FRAMEWORK

'Schools and services do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.' (*Working Together to Safeguard Children, 2015, Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges, September 2016*).

Safeguarding is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board.

The LSCB is made up of representatives from a number of agencies including health, children social care, probation and the police. The LSCB website contains:

- Definitions of abuse and indicators
- Procedures for Safeguarding and multi agency working including relevant contacts
- Advice on good practice and policy making
- Pro- formas for referral and record keeping.

5. ROLES AND RESPONSIBILITIES

All adults working with, or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under Safeguarding procedures.

The **Head of Service, Teachers in Charge and Alternative Education Commissioning Manager** are the designated safeguarding persons (DSP). The roles and responsibilities of the DSP is:

1. To be fully conversant with the Local Authority and School Safeguarding Procedure
2. To provide all staff with advice in regard to safeguarding
3. To ensure that appropriate action is taken in school and that the correct procedures are followed in all cases of suspected / actual abuse
4. To maintain a record of pupils in school who are on the child protection plans and keep this updated as notification is received. To liaise with the Education Welfare Officer, school nurse, other professionals as appropriate to ensure that these children are monitored. Staff will ensure that this information is circulated to all concerned if C.P. status is clear at the point of referral.
5. To maintain records within the school about those children whose safety and welfare are causing concern.
6. To attend / participate in child protection conferences, core group meetings, child in need meetings as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends. In the rare occasion of no such person being able to attend, then to provide a report to conference from school.
7. To organise and monitor training / information as appropriate for all staff. To be trained personally at a single and multi agency level and to undertake refresher training as necessary. To hold safeguarding induction sessions for new staff and volunteers working across school. To refresh volunteers and all staff on initiatives and developments as the need arises.
1. To ensure that the curriculum offers opportunities for raising pupils awareness and for developing strategies for their protection.

2. To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils.

Prevent Duties for DSP

1. First point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty.
2. Coordinating Prevent duty procedures in the school.
3. Maintaining ongoing training programme for all school employees, including training for new employees and volunteers, and keeping records of staff training,
4. Monitoring the implementation, confidentiality and storage of records in relation to the Prevent duty.
5. Liaising with local Prevent coordinators, the police, local authorities and other agencies including police referrals.

The role of the Senior Management Team

It is recognised that as Safeguarding is a shared responsibility at multi agency level, so it is within school. The DSP's will share decisions with the Senior staff and the staff teams. If the DSP's are not available then the Senior staff should be consulted about any concern. In the unlikely event of the senior management team being unavailable or if a course of action is unclear then the LA child protection Officer, or the Local Authority Adult and Childrens Services Contact Centre should be contacted (01744 676600)

The role of the PRU Management Committee

The PRU Management Committee are aware of their role in overseeing the school's arrangement for safeguarding. They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay. They will review all safeguarding structures annually.

The PRU Management Committee will nominate a named Governor to support the safeguarding systems at ***PACE and Launchpad***.

The Role of the named Governor

The named Governor (**Mr Paul Livesey**) will:

- Support the PRUs in promoting the Every Child Matters Agenda
- Support the PRUs in safeguarding children
- Support the staff in ensuring child safety
- Foster links between the Governing Body and the school
- Support the Governing Body in carrying out its statutory duties

The above will be met through:

- Discussions with staff and Governors about how the PRUs deliver the Every Child Matters agenda through curricular and extra curricular activities, school policies and procedures. Such developments are included in the termly head teacher's report and newsletters.
- Attending safeguarding training led by the school and external agencies
- Liaising with the named member of staff in school on a regular basis (at least half termly) and providing feedback from such meetings for all members of the PRU Management Committee.
- Receiving, and feeding back on, monitoring reports from the Designated Safeguarding Person, detailing the number and type of incidents recorded in school
- Ensuring the Safeguarding Policy is reviewed and monitored annually
- Ensuring that staff and Governors receive relevant training
- Ensuring sufficient time and resources are allocated to allow the DSPs to fulfil their responsibilities
- Reporting back to the relevant committee or the Governing Body as and when appropriate

- Awareness of the importance of confidentiality
- Have safer recruitment procedures in place including statutory check on staff suitability
- Members of the PRU Management Committee will not investigate concerns and allegations, ask for information about individual children or cases, act independently or create unnecessary work for staff.
- Complies with their duties under legislation including the PREVENT Duty 2015.
- Have procedures in place for dealing with allegations of abuse made against members of staff

6. GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all pupils with respect
- Being alert to changes in pupils behavior and to signs of abuse and neglect.
- Recognising that challenging behavior may be an indicator of abuse
- Setting a good example by conducting ourselves appropriately, including online.
- Involving pupils in decisions that affect them
- Encouraging positive, respectful and safe behavior among pupils including challenging inappropriate or discriminatory language or behavior.
- Avoiding behaviour or language which could be seen as favouring pupils.
- Avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use.
- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- Being clear on professional boundaries and conduct with other staff when pupils present.
- Being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse.
- Applying the use of reasonable force only as a last resort and in compliance with school procedures.
- Dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- Referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care.
- Following the school's rules with regard to communication with pupils and use of social media and online networking.
- Avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- Avoiding sharing excessive personal information with pupils.

Safer Working Practices in Education guidance 2015

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

7. PROCEDURES

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the LSCB procedure. The Safeguarding procedure is illustrated in a flow chart.

These, and the continuum of children's needs, are displayed in all bases and managers' offices and the parent board in the entrance hall.

PACE and Launchpad recognises that it is good practice to inform parents of its decision to refer to social services as the referral is made, as relationships of mutual trust are part of the school ethos.

However parents may not be contacted if:

- i Informing the parents may put the child at risk of serious harm, or,
- ii Informing the parents may jeopardise Children's Social Care/ Police enquiry or attempt to protect the child.

The reason for the decision needs to be clearly recorded.

8. INFORMATION SHARING

Our school recognises that information sharing is key to the Government's goal of delivering better, more efficient services that are coordinated around the needs of the individual. We are aware that it is essential to enable early intervention and preventative work, for safeguarding and promoting welfare and for wider public protection.

There are seven golden rules for information sharing observed at ***PACE and Launchpad***.

1. It should be remembered the Data Protection act is not a barrier to sharing information but provide a framework to ensure that personal information about living persons is shared appropriately.
2. We must be open and honest with the person, and or family where appropriate, from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice if we are in any doubt, without disclosing the identity of the person where possible.
4. We will seek consent before sharing information where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. We will share information without consent if, in our judgement, a lack of consent can be over ridden in the public interest. We will base our judgements on the facts of the case and will record our rationale for such decisions clearly.
5. We will base our information sharing decisions on considerations of the safety and well being of the person and others who may be affected by their actions.
6. We will ensure that the information that is shared is necessary for the purpose for which it is being shared, and only shared with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.
7. We will keep records of all our decisions and the reasons for it, whether it is to share information or not. If we decide to share information, a record of what was shared, with whom and for what purpose will also be recorded.

See **Appendix 1** Key questions for information sharing.

9. TRAINING AND SUPPORT

- a) Our PRU will ensure that all Teachers in Charge/Manager and the governing body attend training relevant to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. ***PACE and Launchpad*** recognises that it is extremely important that all staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately if an incident should occur.

Refresher training will be available at least every three years for all staff, but bi-annually for designated staff. The demands and difficulties associated with working in this very sensitive area is not ignored, and staff receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.

All staff are trained to recognise and respond to situations where a child may be considered to be at risk. ***The Teacher In Charge/Manager*** are the nominated staff who are on the Senior Management Team and who are responsible for the implementation of appropriate procedures. They are part of the network co-ordinated by the Education Directorate's Child Protection Service.

These staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this very sensitive area. Staff will be informed of any changes to current safeguarding issues through staff meetings. Any new governors to the PRU Management Committee will automatically be asked to complete training in safeguarding as part of their induction to the role.

The Local Safeguarding Childrens Board provides an Annual Training Programme and Calendar.
www.sthelenslscb.org.uk

- b) ***PACE and Launchpad*** recognises the need to keep parents informed of Safeguarding Policies and Procedures. The school Safeguarding Policy is shared with all parents. A Parent forum on safeguarding is held once a year providing parents with the opportunity to seek clarification in procedures, be made aware of support groups available and discuss the shared responsibility for safeguarding children at ***PACE and Launchpad***.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education 2016, including:

- verifying identity;
- Enhanced DBS (disclosure and barring service) check for those in regulated activity;
- prohibition from teaching check – teacher services system – for all teaching posts/EEA restrictions;
- verification on mental and physical fitness;
- right to work in UK;
- Professional qualifications.

Governors of our school will have an Enhanced DBS check.

References will be sought before interview so any concerns can be explored.

For staff in child care provision or directly managing these appropriate checks will also be carried out in accordance with Disqualification under the Childcare Act 2006 statutory guidance.

At least one member of each recruitment panel will have attended safer recruitment training.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2016 and Working Together to Safeguard Children 2015.

We will obtain written confirmation from supply agencies that agency and third party staff have been

appropriately checked and ensure the correct person arrives in school.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils i.e. if they are in regulated activity or not.

Contractors

We will check the identity of all contractors working on site and requests evidence of checks where they work in regulated activity or unsupervised.

Visitors

Schools do not have the power to ask for DBS checks or see the certificate. Staff use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

10. SITE SECURITY

Visitors to the school are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. Staff will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. A security risk assessment and procedures have been undertaken.

11. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply and the DSL will be available. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures in line with LSCB standards.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed.

If alternative providers are used we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

12. PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parental consent;
- not use pupils full name with an image;

- ensure pupils are appropriately dressed;
- ensure that personal data is not shared;
- store images appropriately, securely and for no longer than necessary;
- only use school equipment, i.e. not personal devices;
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

13. PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child.

Confidentiality is respected through:

1. The storage of child protection records in a lockable filing cabinet
2. Ensuring information exchanged between professionals in school/ other agencies is kept between those directly involved with the child / family
3. Ensuring that if a child transfers school, confidential records will be passed on. In the event of the new school not being known, child protection case conference records will be returned to the Childrens Safeguarding Unit in St Helens

It must be remembered however that the child's welfare is paramount and takes precedence over all other considerations. If a child is deemed to be at risk of significant harm, then referrals to Childrens' Social Care must be made. In the case of disclosure of abuse, staff are advised never to promise a child that they will keep it a secret as this may well inhibit action being taken which would be in the child's best interest.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, must always however, have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

14. RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. The PRUs are clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Staff on a pro forma completes safety welfare concern forms.

Blank copies of this pro forma are stored in the **office filing cabinets**.

Blank Safeguarding/Child Protection referral forms are stored in the Teacher in Charge/Manager offices.

The cabinet is locked and only the **Teacher in Charge/Manager** are aware of the location of the key.

Children about whom there are concerns are recorded on the vulnerable children register which is updated annually (reviewed termly).

Any staff working with or alongside a child may complete a welfare concern form and inform the DSP.

When there is a sufficient concern, evidenced by the completion of welfare forms, a referral may be made.

If a child transfers or leaves school, the school should seek to engage with an identified member of staff, with whom concerns may be shared. Child Protection information must be copied and sent under separate cover to new school whilst the child is still under 18. Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

A notification form should be forwarded to the Safeguarding Children Unit.

15. SINGLE CENTRAL RECORD

Holding a single central record is a statutory requirement. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers.

The record is in tabular form and includes

- Names and addresses and dates of birth
- Evidence that all teachers have been checked against list 99
- Evidence that all staff employed since March 2002, who have regular contact with children, have been CRB checked
- Evidence that staff appointed since May 2006 have been CRB/DBS checked
- Evidence that supply teachers who work at the school regularly have been checked against list 99 and have a recent CRB check
- Evidence that volunteers, including Governors who have regular contact with children, have CRB checks
- The dates checks were carried out
- Evidence that all teachers have qualified teacher status
- Evidence of permission to work for those who are not nationals of a European Economic Area

16 ATTENDANCE AT CHILD PROTECTION MEETINGS

Case conferences are important meetings when professionals meet to share information formally. Professionals engaged with the family are invited as are the family. The chair of conference extends an invitation to conference to the school. The DSP would attend this meeting and would provide a written report detailing their:

- Involvement with the child and family
- Knowledge of the child's development needs
- Assessment of the capability of the parents to meet the needs of their child within their family and environmental context.

All reports should distinguish between fact, observation, allegation and opinion. When information is provided from another source it should be made clear.

All reports should be forwarded to the Safeguarding Unit at least 2 working days prior to the Conference, to give the Chair the opportunity to read them. If there is to be any delay, the lead social worker should be contacted and made aware as soon as possible. These reports should be shared with the family prior to conference.

Where meetings are being held to make decisions about more than one child in a family there should be a report prepared on each child.

17 SUPPORTING PUPILS AT RISK

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. While at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The school will endeavour to support pupils through.

- Behaviour Management Policy
- Anti-Bullying and Anti-Harassment
- Care & Control Policy
- Special Education Needs
- Health and Safety
- Sex and Relationships Education
- Referral for Emotional Support
- Referral to other agencies. (i.e., CAMHS, BEST, Young carers)

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

The Safeguarding Policy should be read in conjunction with other related policies in school-

- Code of Conduct
- Whistle blowing Policy
- Procedure for managing allegations against people who work with children and young people
- Health and Safety policy/ Health Care Plans
- Administering Medicine
- Risk Assessment Policy
- Diabetes Policy
- Asthma Policy
- Anaphylaxis Policy for Schools
- Drugs Education Policy
- Child Sexual Exploitation (LSCB)

- E safety Policy
- Anti-harassment and anti-bullying & Hate Crime policy
- Attendance policy & procedures
- Recruitment and Selection

Guidance for Safe Working Practice for Adults who work with Children and Young People
Summary handbook-what to do if you think a child is being abused

It is also important that Safeguarding is referenced across the curriculum to ensure risk assessment and safeguarding is embedded throughout all teaching and activities.

All of the above policies are available to view on staff share, each member of staff also has a copy in their staff file; all policies are available to view by parents.

Students on placement in school are required to read and sign to confirm that they too understand such procedures.

Volunteers, extra curricular club leaders are required to sign a school partnership agreement, which refers to Safeguarding procedures.

18 CHILD PROTECTION PROCEDURES

Categories and Definitions

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse 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. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying) 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.

Sexual abuse

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 way, 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.

Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child. Refer to Sexual Offences Act 2003.

Neglect

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. 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.
-

Definitions taken from Working Together to Safeguard Children (HM Government 2015)

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they "tell". It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

However, children may have no physical signs or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries;
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming

- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fretful
- Be reckless with regard to their own or others safety
- Self-harm
- Frequently miss school or arrive late
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy go lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol; display sexual knowledge or behaviour beyond that normally expected for their age

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report and record their concerns – they do not need ‘absolute proof’ that the child is at risk.

Taking Action

It is the responsibility of staff to report and record their concerns as soon as possible.

We actively encourage ‘it can happen here’ and ‘never do nothing’ attitude and if staff have a concern about a child and promote discussion with DSL if in any doubt.

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils. See later section.

Peer on Peer Abuse – sexting/cyberbullying/sexual assaults

Peer on peer abuse will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying, not dismissed as ‘banter’ or ‘part of growing up’. These issues will be part of PSHE lessons and discussions. Victims will be supported through the school’s pastoral system. Any hate crime/incident will be reported through local reporting mechanisms.

Sexting

Updated guidance will be followed;

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

Bullying

Bullying is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and anti-bullying procedures. All pupils and parents can access a copy of the policy and procedures on the website (see link in paragraph 1). The subject of bullying is addressed at regular intervals in PSHE education, assemblies and citizenship. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

Local details:

<http://www.operationencompass.org/>

Honour Based Violence HBV – e.g. FGM/Forced Marriage

Female Genital Mutilation FGM

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report *known* cases to the police.

Multi agency guidelines:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Forced Marriage

Forced marriage is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence treats or coercion is used.

Multi agency guidelines:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTIPLE_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

19 PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT THE WELFARE OR SAFETY OF A CHILD

This is in the form of simple flow chart or step-by-step instruction and is written for anyone who works in the school who may have contact with children. (**See appendix 2.**)

It is displayed in the staff room, general office and Head Teachers room.

G:\BIIS\Alternative Provision 16\Policies 2016\Safeguarding Policy Alternative Provision.doc

This details who the concern should be reported to, who should be contacted if this person is not available.

20 PROCEDURES TO FOLLOW IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF

Such allegations should be reported to the Relevant Teacher in Charge/Manager or in his/her absence the Head of Service who will follow recommendations by the LSCB – Procedure for Managing Allegations Against Staff. If the allegation is against the Teacher in Charge/Manager then the member of staff should inform another Teacher In Charge/Manager or the Head of Service.

Each member of staff has a copy of the Procedure for Managing Allegations Against People Who Work With Children and Young People and some suggestions to help professionals understand the types of allegations that may be dealt with under these procedures (See Local Safeguarding Childrens Board website)

21 Role of the LADO

The LADO works within Children's Safeguarding Unit and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates she/he is unsuitable to work with children.

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

22 PROCEDURE TO FOLLOW IF THERE IS A CONCERN THAT PROFESSIONALS ARE NOT WORKING WELL TOGETHER

(See the Local Safeguarding Childrens Board website, for the complete Escalation Procedure Document -) www.sthelenslscb.org.uk

If there is a concern that agencies are not working well together and as a result the child is not making good enough progress and is at risk, then the following procedures should be followed.

In most cases the lead professional should be the first contact-if that is not resolved then contact their manager

In cases involving social care, initial discussion should be with the social worker and followed in writing with a copy being sent to the respective team manager and the LSCB Business Manager. If this does not resolve the problem then the team manager should be contacted by telephone and in writing.

If the issue remains unresolved the operational manager should be contacted. If the issue remains a concern the services manager should be contacted. Once a case has been escalated the respective social worker and/or manager should provide a written reply within seven working days to the professional who has initiated the procedure. A copy of all correspondence and outcomes should be sent to the Safeguarding Service Manager.

23 MONITORING AND EVALUATION OF SAFEGUARDING AT PACE and LAUNCHPAD

Managers track progress of all vulnerable children in reading, writing and mathematics and reports trends in attainment of vulnerable groups to the Head of Service and PRU Management Committee in an annual report. Impact of safeguarding procedures, curriculum and pastoral support is measured through the use of surveys, which are completed, by, stakeholders, carers, parents and schools on an annual basis. Strengths and areas for future action are identified. Results are shared with staff, children, parents and members of the PRU Management Committee.

..... **Head of Service**

..... **Chair of Management Committee**

..... **Date**

Whole-School Policy on Safeguarding Children

A. Named staff/personnel with designated responsibility for Safeguarding

Academic Year:

Named staff with designated responsibility for safeguarding:

Service Manager: Denise Clayton

Karen Alstead, Tracey Ashley-Jones, Rachel Guyer, Stuart Toole,
Rob Vaughan

Nominated Governor: Paul Livesey

B. Review dates for this Policy

Review Date	Changes made	By whom
October 2015	Added PREVENT information into policy	D M Clayton
September 2016	Updated in line with Keeping Children Safe in Education	D M Clayton

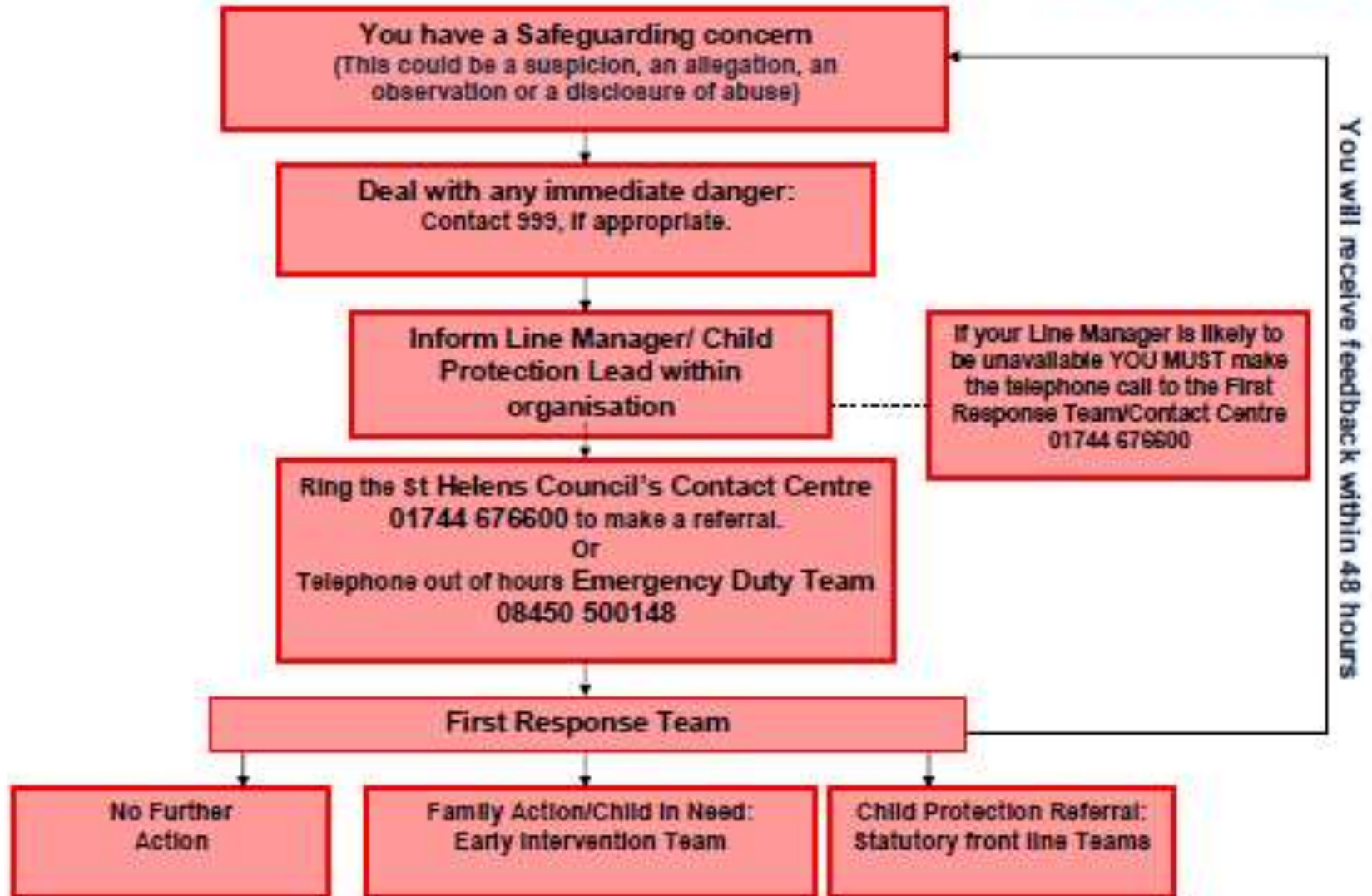
Key Questions for Information Sharing

If you are asked, or wish, to share information, you must use your professional judgment to decide whether to share or not and what information it is appropriate to share, unless there is a statutory duty or a Court Order to share.

To inform your decision these seven key questions should aid you in ensuring appropriate information sharing takes place.

1. Is there a clear and legitimate purpose for you or your agency to share the information?
2. Does the information enable a living person to be identified?
3. Is the information confidential?
4. If the information is confidential, do you have consent to share?
5. If consent is refused, or there are good reasons not to seek consent to share confidential information, is there a sufficient public interest to share the information?
6. If the decision is to share, are you sharing information appropriately and securely?
7. Have you properly recorded your information sharing decision?

St Helens Multi-Agency LSCB:
Process for reporting concerns about Children (Under 18)



CYPS First Response Service Request Form

Any significant concerns, which are not of an immediate Child Protection nature, should be discussed or escalated within your own agency or setting e.g. discussion with the Designated Safeguarding Lead; advice from the First Response Team is also available. All subsequent Formal Requests for Services from Social Care should be accompanied by this form <i>following</i> an initial discussion with the First Response Team 01744 676600			
Request for service or support from Social Care		Date	
Common Assessment Completed?		Yes, date	No
If eCAF completed, following your discussion please complete the eCAF ICS Transfer process and do not continue to use this form			
Name of referrer	Service		Contact Number/Address
Consent - Identify who has consented	Child/young person		Parent/Carer
Name of child/ren Young Person/s	D.O.B.	Address and contact number	School/Nursery
Home language	Disability		Religion
			Ethnicity
Family Composition: Identify adult/s with Parental Responsibility, and other significant family members e.g. grandparents. To prevent repetition you may write "refer to the CAF" if the information has been included and completed within the last 3 months			
Name	D.O.B.	Relationship	Address/Tel No.

CYPS First Response Service Request Form

Reason for request to social care. Ensure the reason for the request is clearly explained and that the evidence for the concerns is stated, distinguish fact and opinion. Include any Health and Safety issue. To avoid repetition you may write "refer to the CAF" if it has been included and completed within the last 3 months

--	--

Support requested	What will be the impact of this for the family and why is it needed now?

Other professional's known to have current or past involvement with the family. (Please star if involvement is current) To avoid repetition you may write "refer to the CAF" if the information has been included and completed within the last 3 months.

Agency	Name	Address/contact details

Name of Lead Professional (if one in place)	Address/contact details

Signed by young person/parent/carer

Dated

Level on Continuum of Need at time of request. Please email completed CYPS First Response Service Request Form to: **ContactCentreA&CS@sthelens.gov.uk**

Local Contact Details

First Response Team

Phone: 01744 676600

Early Help Team

Phone: 01744 678373

Operation Emcompass

Phone: 01744 671290

Designated Officer (LADO)

Phone: 01744 671290

NSPCC

Phone: 0808 800 5000

Prevent Police Officer

Phone: 0151 777 6811

CSE Police Team

Phone:

Child Missing Education Officers

Education Welfare Service

Phone: 01744 676636

Virtual Head for LAC

Nora Arnold 01744 671044

Continuum of Need document: <http://sthelenslscb.org.uk/continuum-of-need/>

NSPCC Whistleblowing Helpline

0800 028 0285

School nurse

Catherine Hadland

Phone: 01744 624350

OnlineSafety

ICT4C

<http://shareit.ict4c.co.uk/enews/>

National Association People Abused in Childhood NAPAC

<http://www.mindingyourhead.info/service/napac-national-association-people-abused->

childhood

Stop It Now

Leading charity working in the field of sexual abuse. Also provides support for people who are worried about their own thoughts or behaviour towards children.

<http://www.stopitnow.org.uk/>

Reporting Hate Crime

Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of:

- race
- sexual orientation
- gender identification
- disability
- religion or faith

A hate crime could be:

- name calling
- arson/fire
- attacks or violence
- damage such as to your house or car
- graffiti or writing.

Appendix ii

Record of Concern form – to be completed by any member of staff with a concern

Use this form to record any concern about a child's welfare and give it to the designated senior person for child protection:

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated senior lead today.

Child's full name

Date of this record

Why are you concerned about this child?

What have you observed and when giving any relevant names?

What have you heard, who did you hear from and when?

What have you been told, who told you and when?

Date and time you handed this form to the designated senior lead

Class teacher/form tutor

Your name and designation

Signature

Have you spoken to the child? Yes No

If Yes, what did they say? Use the child's own words

Have you spoken to anyone else about your concern? Yes No

Who?

Is this the first time you have been concerned about this child? Yes No

Further details

If you have used any continuation sheets or have any other documents, attach them securely to this sheet and number in accordance with the footer at the bottom of this page.

Number of additional pages attached

Appendix iii

Record of concern form: Designated Senior Lead (or Deputy) to complete

Child's details:

Full name

Address

Telephone

Date of birth

Gender: Male Female

Is the child looked-after by the local authority or are there any other legal family arrangements?
(for example, a residence order; Child Protection order etc.) ? Yes No

When was the child first admitted to this school?

Ethnicity and culture

Religion

Does the child have any disability or special educational need? Yes No

Please specify

Preferred language of child

Is any type of language support required to converse with the child? Yes No

Please specify

Does the child know this form has been completed? Yes No

If not, why not?

If yes, what did the child say?

Details of those with parental responsibility

Name(s)

Address

Telephone

Relationship to the child

Ethnicity, culture and religion of those with parental responsibility if known

Preferred language of those with parental responsibility

Is any type of language support required? Yes No

Do those with parental responsibility have any disability or special need? Yes No

Details

.....

How does this disability or special need affect the child?

.....

Details of any siblings, with age and school attended

.....

Does the child regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service? Yes No

Details

.....

Has a Common Assessment Framework (CAF) been completed for this child?

Yes No Please give date and reason for the CAF

.....

Why are you concerned about this child?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself at this stage

What have you observed and when? (This relates to anything you have personally witnessed)

What have you been told and when? (Write here anything you have been told by the child or any other person. Be clear about who has said what)

What have you heard and when? (This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged abuser

Date and time of this record
.....

Your details, Full name
.....

Position
.....

Do those with parental responsibility know this form has been completed? Yes No

If not, why not?

If yes, what did they say?

NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. The designated senior person must speak with the Contact Centre about any concerns re contacting parents (01744 676600)

Does the child have any visible injury, or have they told you they have been injured?
 Yes No

If yes, has medical advice been sought? (list the names of those advise has been sought from and date / time)

Has any action already been taken in relation to this concern? (for example, child taken out of class, first aid)

Name and position of the person this record was handed to:

.....

Date and time the above person received this record

.....

If this record has been handed to anyone other than the designated person please explain why

.....

If you have used additional sheets to complete this record of concern please number them in accordance with the details at the foot of this page, staple them to this form and write the number of additional sheets here