

Harlington Upper School



Child Protection and Safeguarding Policy

Policy No: HUS030

Edition 9: January 2017

Approved By:
Full Governing Body

Document Control		
Edition	Issued	Changes from previous
9	January 2017	<ul style="list-style-type: none"> Internal review only - changes to Designated Safeguarding Officers.
8	19/10/16	<ul style="list-style-type: none"> Updated references to current statutory guidance and legislation. Addition of need to agree personal care arrangements with parents and child.
7	October 2016	<ul style="list-style-type: none"> Internal review, to update reference to "Keeping Children Safe in Education" 2016
6	September 2016	<ul style="list-style-type: none"> Internal review as highlighted to emphasise reference to Female Genital Mutilation, Child Sexual Exploitation and PREVENT.
5	May 2016	<ul style="list-style-type: none"> Internal review only to remove names of staff leavers.
4	October 2015	<ul style="list-style-type: none"> Changes to Designated Safeguarding Officers
3	October 2014	<ul style="list-style-type: none"> Updated to include reference to "Keeping Children Safe in Education" 2014 Removal of procedural information Changes to Designated Safeguarding Officers
2	November 2013	<ul style="list-style-type: none"> Principles of 'Working together' as detailed in 2013 guidance. Disclosure and Barring Service check replaces reference to Criminal Records Bureau check. Details of designated senior team working practices. Detail of school response to allegations of abuse against teachers and other staff, as detailed in April 2013 DFE Guidance. Additional guidance based on 'intimate care of students'.
1	November 2012	<ul style="list-style-type: none"> Replaces the School Protection and Safeguarding Policy.

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
<p>This policy links to other school policies on:</p> <ul style="list-style-type: none"> Anti-bullying Attendance Behaviour Confidentiality Drugs Health and Safety Looked After Children Personal Development (incorporating Personal, Social, Health and Economic Education and Citizenship) policy Dealing With Racist Incidents Safer Recruitment Sex and Relationships Education Special Educational Needs and Disability (SEND) ICT Acceptable Use – Staff ICT Acceptable Use - Students <p>Statutory Guidance and Legislation relating to this policy:</p> <ul style="list-style-type: none"> Children Act 1989, 2004 Education Act 1996, 2002 (Section 175) School Standards and Framework Act 1998 Prevent Duty DFE 2015 Keeping Children Safe in Education –September 2016 <p>Relevant sources of information:</p> <ul style="list-style-type: none"> Local Safeguarding Children Board Website What to do if you're worried a child is being abused 2006 2015 Working Together to Safeguard Children 2015 Safer working Practice for the Protection of Children and staff in Educational settings (Central Bedfordshire, 2015) 	<p>Designated senior member of staff for safeguarding.</p> <p>Deputy designated members of staff for safeguarding</p> <p>Designated Governor for Child Protection and Safeguarding.</p>

Review Frequency: Annual
Next Review: October 2017

Designated Senior member of staff for safeguarding	Mrs Georgie Billin
Deputy designated members of staff for safeguarding	Mrs Rebecca Dawson (Deputy Designated Senior Member of Staff) Mrs Helena Jones Mr Garry Russon Mrs Hannah Sides Mr Tom Southall Mrs Elizabeth Sullivan-Ash Mrs Ali Yates
Designated Governor for Child Protection	Mrs Janet Theodore

Definition of Safeguarding

Harlington Upper School adopts the definition of safeguarding used in the Children Act 2004 and in the Government's guidance document '*Working together to safeguard children 2015*'. This can be summarised as:

- Protecting children and young people from maltreatment.
- Preventing impairment of children and young people's health or development.
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role so as to ensure those children and young people to have optimum life chances and to enter into adult hood successfully.

The school works to protect children; identifying instances in which there are grounds for concern about a child's welfare, initiating or taking appropriate action to keep them safe; and contributing to effective partnership working between all those involved with providing safeguarding services for children.

Principles

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to the guidance 'Keeping Children Safe in Education 2016'. The Children Act 2004 places a duty on schools to safeguard and promote the well-being of pupils. This includes the need to ensure that all adults who work with or on behalf of pupils are competent, confident and safe to do so.

Harlington Upper School recognises that safeguarding is '*everybody's responsibility*' and as such has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by:

- working with colleagues to provide a safe environment for children to learn in;
- creating a culture which recognises and understands the importance of safeguarding - including listening to and discussing with children;
- ensuring that colleagues are sufficiently trained to identify children who are suffering or likely to suffer significant harm, both at school and at home, and referring immediately any concerns to the local authority children's social care services;
- preventing unsuitable people from working with children;

- having systems and processes that ensure children are kept safe and allow for poor and unsafe practice to be recognised and challenged;
- teaching students how to keep themselves safe through assemblies, form time and special events such as e-safety, child sexual exploitation and Prevent days

We will carry out this duty through staff training, teaching and learning, student welfare and extended school activities. All members of the school community (including volunteers and governors) will establish and maintain a safe and stimulating environment where children feel secure, are encouraged to talk to adults they can trust and are listened to. Any person in charge of, or working with pupils in any capacity is considered, both legally and morally, to owe them a duty of care.

Through training, all staff (teaching and support staff) will be able to recognise the signs of abuse and understand their responsibilities when a child may be at risk of harm. Training of all staff will be updated regularly, usually once a year. This will ensure that staff are aware of the current information regarding subjects such as E-safety, Child Sexual Exploitation, Female Genital Mutilation, Radicalisation, modern slavery and trafficking and other emerging risks.

Staff will also receive training in relation to appropriate conduct and how allegations against staff must be dealt with. It is recognised that tensions and misunderstandings can occur and that the behaviour of adults can give rise to allegations being made against them. Allegations may be malicious or misplaced or may arise from differing perspectives of the same event, and will inevitably be distressing and difficult for all concerned. If professional judgements are made in situations which may contravene guidance given, staff should advise a senior colleague as soon as possible.

The school will ensure that it provides written referrals on the correct form and recognises the importance of attendance at all meetings called when there is a concern regarding the safeguarding of a pupil.

Working with others

Safeguarding practice at Harlington Upper School is underpinned by the principles of 'Working Together 2015' that:

- Safeguarding is everyone's responsibility;
- the child's needs are paramount, and the needs and wishes of each child, should be put first, so that every child receives the support they need before a problem escalates. However, if necessary, the school must inform other parties of concerns, even if against the wishes of the child.
- all professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- all professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;
- high quality professionals are able to use their expert judgment to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;

- all professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes;
- professional need to be aware of local priorities by liaising with the Local Safeguarding Children Board

Designated members of staff

The designated senior member of staff for safeguarding in this school is:

- Mrs Georgie Billin – Deputy Head Teacher – Student Welfare

In her absence the following members of staff who deputise for Mrs Georgie Billin with regards to safeguarding matters must be contacted without delay:

Mrs Rebecca Dawson (Assistant Headteacher, Deputy Designated Senior Member of Staff)
Mrs Helena Jones (PA to the Deputy Headteacher)
Mr Garry Russon (Assistant Headteacher)
Mrs Hannah Sides (Assistant Headteacher)
Mr Tom Southall (Assistant Headteacher)
Mrs Elizabeth Sullivan-Ash (Inclusion and Access Support Leader)
Mrs Alison Yates (Senior House Leader)

Our designated members of staff are fully trained and receive updated training at least every 2 years. The designated team meet to discuss safeguarding protocols, up-dates to policy and emerging local issues (such as the Prevent agenda, self-harming, female genital mutilation and sexual exploitation) and the school's response to them.

All staff are responsible for filling in written concerns sheets which are collated onto chronology forms by the designated person who ensures these confidential records are kept securely.

It is the responsibility of the designated members of staff to have discussions with Children's Social Care when concerns arise regarding the safety of a student in this school. All such students are closely monitored, including attendance, and where extra concerns arise these are passed on to the appropriate agencies. Advice and support are offered to other members of staff dealing with a pupil for whom there are concerns.

Designated Governor

Our school has a designated safeguarding governor – Mrs Janet Theodore - who will act as the link person between the governing body and the designated officer. The governor will review safeguarding procedures/practices including access to training through termly meetings with the safeguarding designated senior member of staff for safeguarding. The governors will ensure that sufficient time is given to carry out the duties including accessing training. Where safeguarding concerns arise regarding a member of staff, the Designated Governor will liaise with the Chair of the Governing Body.

School Procedures

- If any member of staff is concerned about a child he or she must inform Georgie Billin (or one of the designated safeguarding staff) without delay.
- Information regarding the concerns must be recorded and passed on by the member of staff on the same day. The recording must be a clear, precise, factual account of the observations, using Appendix 1.
- Georgie Billin (or one of the designated safeguarding staff) will decide whether the concerns should be referred to Children's Social Care. If it is decided to make a referral to Children's Social Care Intake and Assessment, generally this will be done after informing parents. If this would put the child at greater risk, parents should not be told prior to referral. Guidance will be sought from Children's Social Care and/or Police.
- If a referral is made to Children's Social Care, Georgie Billin (or one of the designated safeguarding staff) will ensure that a written report of the concerns is sent to the Social Worker dealing with the case within 48 hours.
- Particular attention will be paid to the attendance and development of any child who has been identified as at risk or who has made subject to a Child Protection Plan. Social Services will be notified of any unexplained absence of more than two days of a student subject to a Child Protection Plan.
- If a student who is known to be subject to a Child Protection Plan changes school, Georgie Billin (or one of the designated safeguarding staff) will inform the Social Worker responsible for the case and transfer copies of the appropriate records to the receiving school.
- Safe recruitment practices are always followed and new members of staff, including supply staff, are trained and are given a copy of our safeguarding procedures as part of their induction.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Provision of additional support mechanisms in school, such as an older peer mentor, counselling services or direct support from a member of the house support or learning support teams.
- Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Education Welfare Service and Education Psychology Service.

Support

Dealing with a disclosure from a child and a child protection case in general, is likely to be a stressful experience. The member of staff concerned should, therefore, consider seeking support for him/herself and discuss this with Georgie Billin (or one of the designated safeguarding staff). They can self-refer to Worklife Support to seek external support.

Safe Recruitment Practices

The school follows published guidance on the safe recruitment of new staff, supply staff, and volunteers

In line with the guidance 'Keeping Children Safe in Education 2016' the Headteacher, members of the senior team and Chair of Governors have completed Safer Recruitment training via either the NCSL, the NSPCC, or the local authority LSCB.

All staff, including volunteers, who have access to children in our school have been carefully selected and screened and all have had an enhanced Disclosure and Barring Service check prior to commencing work. All details of all appointments/checks are held in the Single Central Record.

Supply agencies are specifically asked to confirm that appropriate checks have been carried out on individuals who work in the school on a temporary basis.

The application pack and job advertisement will include a prominent statement about the school's commitment to safeguarding children and young people

The invitation to interview will include a statement that the interview will include an assessment of the candidate's suitability to work with children.

Interview questions will include an assessment of the candidate's motivation to work with children and young people.

No member of staff will be allowed to begin work in the school until appropriate police and background checks have been completed.

Further information about the school's recruitment process can be found in the Safer Recruitment Policy

Visiting speakers and other professionals who come into school to work with young people will not be allowed to work alone with them unless confirmation is received that background checks have been suitably completed. The wearing of different coloured lanyards indicates to everyone the safety status of each adult:

- Blue – staff
- Green – Sixth Form
- Yellow DBS checked adults
- Red – Non-DBS checked adults.

Any child protection training or update in school will include all staff, not only teachers.

Staff are expected to act as role models and are actively encouraged to report any incident of inappropriate behaviour by a colleague (whistle blowing).

Staff training days will be used to explore what staff consider acceptable and unacceptable behaviour – this will include bullying, ridicule, the management of difficult behaviour and the school's response to physical abuse. Clear procedures and guidelines will be set out so that appropriate conduct is embedded in the daily practice of staff and staff feel able to raise concerns where they feel this is not the case.

All newly appointed staff are referred to relevant policies and given a pack comprising "Safer working Practice for the Protection of Children and staff in Educational settings (Central Bedfordshire 2015)", "Keeping Children Safe in Education" (DFE September 2016), "Safeguarding Children – an introduction to child protection", information about "Prevent", and this Safeguarding policy and must sign to confirm that they have read and understood these documents.

Allegations Against School Staff

Whilst school staff are uniquely placed to detect signs and indicators of child abuse, they are themselves particularly vulnerable to malicious or misplaced allegations made by students, deliberately or innocently, arising from normal and proper association with them in school or elsewhere.

When a child makes an allegation of abuse by a member of staff, the person receiving the allegation must take it seriously and deal with it according to the procedures set out above and must immediately inform the Headteacher who will discuss the matter with the Local Authority Allegations Manager (Local Authority Designated Officer – LADO) in accordance with the statutory guidance from the Department for Education 'Dealing with allegations of abuse against teachers and other staff'.

Where the allegation made concerns the Headteacher, the Chair of Governors will liaise with the Allegations Manager directly.

The school will not attempt to investigate unless authorised to do so.

In all cases the school will act with the intention of achieving a quick resolution of the allegation; with careful consideration given to the suspension of staff, which should only take place if there is no reasonable alternative. Where allegations are found to be malicious, they will be removed from personnel records. Guidance and support will be offered to members of staff as appropriate.

All other allegations regarding conduct of adults working within the school will be dealt with through the School's complaints/disciplinary procedure.

Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural and learning difficulties and disabilities are most vulnerable to abuse. All staff who support these students will be especially aware of the need for vigilance for signs of abuse.

Parents

This school believes in working closely with parents and in most cases where we have a concern about a student, the parents will be informed. However, in some instances the child could be considered to be at greater risk if parents are informed of our concerns. In these cases the school's actions will be guided by external agencies such as Children's Social Care or the police. In our school prospectus we have set out our obligations regarding potential harm to students so parents can have an understanding of the responsibility placed on the school.

Intimate Care of Students

Definition of Intimate Care

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some students are unable to do because of their physical difficulties or other special needs. This may involve help with invasive medical procedures such as support with catheterisation. It also includes supervision of students involved in intimate self-care. All intimate care arrangements must be agreed between the child, parent and school.

Procedures

- Students who require regular assistance with intimate care have a Student Progress Plan and/or care plan agreed by parents/carers and any other professionals actively involved, such as school nurses or physiotherapists. Ideally the plan should be agreed at a meeting at which all key staff and the student should also be present wherever possible/appropriate. The plan should be reviewed termly.
- The plan should include information regarding procedures for educational visits and journeys.
- Members of staff must be given the choice as to whether they are prepared to provide intimate care to students; this will be reflected in a different contract for Teaching Assistants.
- Adults who assist students with intimate care should be employees of the school, not students or volunteers, and therefore have the usual range of safer recruitment checks, including enhanced DBS checks.
- Staff should make themselves aware of the confidentiality policy and information on intimate care should be treated as confidential.
- Accurate records should also be kept when a child requires assistance with intimate care; these can be brief but should, as a minimum, include full date, times and any comments such as changes in the child's behaviour. It should be clear who was present in every case.
- Staff who provide intimate care are trained in personal care according to the needs of the student.
- Best practice will be to have two members of staff present when undertaking intimate care.
- In an emergency, if another member of staff is unavailable, the member of staff undertaking the intimate care should inform another appropriate adult when they are going alone to assist a student.

- Staff should be fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate.
- Health & Safety guidelines should be adhered to regarding waste products including clinical waste.
- It is recognised that as the needs of individual students change with the onset of puberty and menstruation, it is important that staff adapt their practice to support students as appropriate.
- All students will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each individual student to do as much for his/herself as possible.
- Every student should have a choice regarding the member of staff. There might also be occasions when the member of staff has good reason not to work alone with a student. It is important that the process is transparent so that all issues stated above can be respected; this can best be achieved through a meeting with all parties, as described above, to agree what actions will be taken, where and by whom.
- If a student becomes unusually distressed or very unhappy about being cared for by a particular member of staff, procedures for reporting a safeguarding concern should be followed.

DEALING WITH A CHILD PROTECTION ALLEGATION



