



THE ARRETON & OAKFIELD FEDERATION SAFEGUARDING & CHILD PROTECTION POLICY

September 2017

CCP COMMITTEE

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Key Contacts:	
Designated Safeguarding Lead (DSL) and their Deputies:	Suze Keynes (DSL) Laura Bosworth (DDSL) Vikky Reader (DDSL) Maria Herbert (DDSL)
Named Governor for Safeguarding:	Catherine O'Callaghan
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Local Authority Designated Officer (LADO):	Tel: 01983 823723

1. Guiding Principles:

The Federation is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside the school premises. We are committed to provide a safe nurturing environment that is child centered and promotes the best interests of children and young people where all members of the school community are safe from harm and protected from abuse and neglect. Effective safeguarding is the foundation of everything we do and the responsibility of all members of the school community.

We believe that:

- The welfare of the child is paramount (The Children Act 1989)
- Children and young people have the right to protection from physical, emotional, sexual abuse and neglect
- Everyone has a responsibility for the protection of children and young people and for reporting concerns
- Professionals working in the education sector have a duty to ensure that Local Safeguarding Children's Board procedures are followed
- In any conflict between the needs of the child or young person and those of parents/carers or professionals, the needs of the young person must come first

2. Designated Safeguarding Lead (and their Deputy)

The Designated Safeguarding Lead (DSL) for the Federation is Suze Keynes and the Deputy Designated Safeguarding Lead (DDSL) is Maria Herbert (Arreton), Vikki Reader (Oakfield) and Laura Bosworth (both schools). The role of the DSL and DDSL includes the following responsibilities:

- To provide the point of contact for staff who have concerns or information that a child or young person may be suffering abuse now, has done in the past or is likely to in the future

- To make any necessary referrals to Children's Services and/or the Police
- To ensure the school contributes fully to the child protection process

3. When to be concerned

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse, which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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: 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 ways, 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.

Neglect: 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.

Other aspects of risk requiring special attention

In addition, school staff should be aware of the specific safeguarding issues listed below. Schools should ensure that, where such risks may be more likely, that staff are is concern about:

- bullying including cyber bullying
- child sexual exploitation (CSE)
- county lines
- domestic abuse
- drug/alcohol misuse
- fabricated or induced illness
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- honour based violence/violence against women and girls (HBV)
- mental health
- private fostering
- preventing radicalisation
- self-harm
- sexting
- teenage relationship abuse
- trafficking

4. Action to be taken by School Staff

All staff have a duty to be vigilant to the indicators of abuse and to refer concerns to the Designated Safeguarding Lead or one of their nominated deputies. The abuse of children and young people is a crime. It is not the role of school staff to investigate, but staff should be clear about their role and the procedure for reporting to the designated person. They should report:

- any concerns that a child or young person is suffering or is likely to be suffering some form of abuse
- any allegations of abuse against staff
- any disclosures of abuse

5. Reporting of Suspected Abuse

In all cases where teachers, or other members of staff, consider that they have good cause to suspect abuse – including neglect and emotional ill treatment – they should report their suspicions as soon as possible but at a minimum on the same day, to the DSL/DDSL. If a disclosure has been made the initial report, (which may be verbal) MUST be followed up with a written report as soon as possible. The DSL/DDSL will then follow the Isle of Wight Child Protection Procedures.

6. Record Keeping

Record keeping is an important element of the child protection process. Staff are annually trained and made aware of the requirement of the child protection policy to record:

- The reason for the concern
- What was said or witnessed (using a child's own words)
- Dates and times of incidents
- Date and time when report was made
- That the report should be signed

All notes should be recorded on the [insert name of form] form and passed to the DSL/DDSL who will keep all child protection records in a locked cabinet. Such records form evidence and may be used in the child protection investigations and any subsequent legal proceedings.

7. Allegations against staff

Although rare, professionals are sometimes abusers. The school follows national and local guidelines for the management of allegations and makes clear to staff that:

- the school will not tolerate inappropriate behaviours, and
- any allegation against a member of staff will be referred to the Headteacher, (or the chair of governors if it relates to the Headteacher) who will seek advice from the Local Authority Designated Officer (LADO) in accordance with guidance

The school will work with the LADO to deal with and investigate any allegation or concerns where any member of the school staff (including volunteers) have in any way:

- Behaved in a way that has, or may have, harmed a child,
- Possibly committed a criminal offence against / related to a child,
- Behaved in a way which indicates s/he poses a risk of harm to children

8. Confidentiality

Staff cannot keep confidential a disclosure of abuse and must refer the matter on to the DSL/DDSL.

All referrals should be made with the knowledge that during any subsequent investigation the source (i.e. the school) will be made known to the family.

Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person after a referral has been made. Information should only be shared on a strict need to know basis.

9. Working with outside agencies

The school takes its safeguarding responsibilities very seriously and as such will work in partnership with Children's Services, the Police and other Child Protection agencies; sharing appropriate information to assist the investigative process. The school will contribute to any subsequent planning process, which could include Initial and Review Child Protection Conferences, Core Group Meetings, Team Around the Family Meetings, Planning Meetings and Looked After Children Reviews.

10. Other policies

The school will have regard to child protection guidance when developing other policies, in particular:

- Staff recruitment and training
- Behaviour Policy
- Curriculum; PHSE and Citizenship
- Intimate Care Policy
- Missing Child Policy
- Prevent Duty and Risk Assessment
- Safer Recruitment Policy
- Staff Code of Conduct
- Supply Policy

The school will act in accordance with the following government legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- Keeping Children Safe in Education (DfE 2016)
- Working Together to Safeguard Children (2015)
- The Education (Child Information) (England) Regulations 2005
- The Counter-Terrorism and Security Act 2015 s. 26
- 4LSCB Child Protection Procedures

Appendix A: Roles and Responsibilities

The **governing body** has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation as listed above
- Ensure that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2015'.
- Ensure that the school is safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.
- Ensure that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the senior leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description – there should always be cover for the designated safeguarding lead.
- Consider how children are taught about safeguarding, including keeping safe online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned – this is a legal duty.
- Ensure that there are procedures in place to handle allegations against other children.
- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children.
- Ensure that there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and ensure that this person has undergone appropriate training.

- Ensure that staff members have the skills, knowledge and understanding necessary to keep 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

The **headteacher** has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Ensure that staff members follow the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect.
- Refer all cases of suspected abuse to children's social care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.

The **Designated Safeguarding Lead (DSL)** and any nominated deputy have a duty to:

- Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff members.
- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure the school's Child Protection Policy is reviewed annually and the procedures are updated and reviewed regularly, and work with the governing body regarding this duty.
- Ensure the school's Child Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect maybe made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.

- Ensure that the pupil's child protection file is copied when transferring to a new school.

All other staff members should:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- If at any point there is a risk of immediate serious harm to a child, make a referral to children's social care immediately.
- Support social workers in making decisions about individual children, in collaboration with the designated safeguarding lead.
- The Federation works in partnership with the LA's Channel Panel to assess the extent to which individual pupils are at risk of being drawn into terrorism.
- The schools procedure for, and approach to, preventing radicalisation is outlined in the Prevent Policy.

This Policy is designed to be Comprehensive; but please ask if you are unclear about anything at all. This is too important to get this wrong!!!

Do not ignore hunches or suspicions. If in any doubt please consult with the DSL or the Deputy DSL.