



To nurture each individual's aspirations and talent
To provide outstanding learning experiences and opportunities
To promote respect for one another and the environment
To encourage collaboration and partnership

SAFEGUARDING CHILDREN POLICY

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“All children deserve the opportunity to achieve their full potential... To achieve this, children need to feel loved and valued, and be supported by a network of reliable and affectionate relationships. If they are denied the opportunity and support they need to achieve these outcomes, children are at increased risk not only of an impoverished childhood, but of disadvantage and social exclusion in adulthood. Abuse and neglect are particular problems.”

Working Together to Safeguard Children 2006

This policy applies to all staff, governors and volunteers working in the school.

References within this policy to **Designated Safeguarding Lead** are references also to the **Designated Senior Person**.

This policy has been developed in accordance with the principles established by the Children Act 1989, Children Act 2004, the Education Act 2002 and in line with the Department for Education (DfE) statutory guidance ‘Working Together to Safeguard Children’ (2015) and ‘Keeping Children Safe in Education’ (2015).

What is safeguarding and what is the purpose of this policy?

The DfE guidance document: Working Together to Safeguard Children 2015 defines safeguarding and promoting children and young people’s welfare as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

The purpose of this policy is to set out what Farmor’s thinks about safeguarding, what it does and will do to keep children safe.

Relationship to other policies

This policy is linked to the following school policies and procedures:

Allegations of Abuse by staff; Anti-bullying, Attendance, Behaviour Management, Confidentiality, Conduct, E-safety, Health and Safety, Children in Care, Recruitment and Selection, Trips and Visits and Whistle-blowing.

There are six main elements to this policy:

1. Ensuring Farmor's practises safe recruitment in line with the 'Safeguarding Children: Safer Recruitment in Education' guidelines, using at least one safer recruitment trained person on all interview panels and checking the suitability of staff and volunteers to work with children.
2. Ensuring that any unsuitable behaviour is reported and managed using the school's other appropriate policies and procedures.
3. Raising awareness of safeguarding issues amongst the school's students and equipping them with the skills needed to keep them safe.
4. Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse by logging welfare concerns and referring to the Children's Helpdesk.
5. Supporting students who have been abused, in accordance with their agreed child protection plan.
6. Establishing a safe environment and an atmosphere of mutual respect in which students can learn and develop.

Aims

We recognise that, because of their day to day contact with our students, our school staff are well placed to observe the outward signs of abuse.

Abuse can take many forms, which may include: physical abuse, emotional abuse, sexual abuse (including sexual exploitation, forced marriage and female genital mutilation), bullying (including cyberbullying), neglect, drugs, fabricated and induced illness, gender based violence/ violence against women and girls, medication, faith abuse, gangs and youth violence, mental health, private fostering, radicalisation, sexting, trafficking and teenage relationship abuse, as well as others.

The school will therefore:

- Establish and maintain an environment where our students feel secure, are encouraged to talk and are listened to non-judgementally.
- Ensure our students know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the personal, social, health and citizenship education curriculum for our students to build resilience and to develop the skills they need to recognise and stay safe from abuse.

- Ensure all students are taught to think critically and made aware of the potential risks with regard to electronic media, such as the internet and mobile phones.

Procedures

We will follow the procedures set out by Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Education to:

Roles and responsibilities

- Ensure we have a Designated Safeguarding Lead for child protection who has received appropriate training and support for this role and who is a member of the school's Senior Leadership Team. The identity of the Designated Safeguarding Lead is kept on the list of nominated persons available from the school.
- Ensure there is always cover for the Designated Safeguarding Lead role.
- Ensure we have a nominated governor responsible for ensuring that the school follows the correct procedures regarding child protection and who has received appropriate training. The identity of the nominated governor is kept on the list of nominated persons available from the school.
- Ensure the nominated governor checks the central record and training records, and ensures procedures are robust, on a termly basis.
- Ensure the Business Manager checks the central record and training records on a monthly basis. The School Central Record must include the names of all staff (including supply teachers), governors and volunteers.
- Ensure every member of staff (including temporary and supply staff), volunteers and the governing body know the name of the Designated Safeguarding Lead responsible for child protection and their role, and recognise that all staff may raise concerns with Children's Social Care services directly.
- Ensure all staff and volunteers understand their responsibility to be alert to the signs of abuse and their responsibility for identifying and referring any concerns to the Designated Safeguarding Lead responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by posting this policy on the school website.

Training

- Ensure all staff (including the Headteacher) receive appropriate E-Safety and Child Protection training every three years and that the Designated Safeguarding Lead updates training every two years.
- Ensure all new staff receive safeguarding training, access to this policy and read part one of Keeping Children Safe in Education statutory guidance as part of their induction.
- Ensure that all staff understand that safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or the Headteacher.

Support and signposting

- Ensure that we have a co-ordinated offer of early help and that our provision is posted on the school website.

Communications and multi-agency working

- Ensure that the Designated Safeguarding Lead is immediately notified of any concerns regarding inappropriate communications between students.
- Ensure the relevant social worker is notified if there is an unexplained absence of more than two days of a student who has a Child Protection Plan.
- Ensure that effective links with relevant agencies are developed and co-operate as required with their enquiries regarding child protection matters, including attendance at child protection conferences and core groups.
- Ensure that concerns regarding child protection about adults working in the school are referred to the Local Authority Designated Officer (LADO), by the Headteacher.
- Ensure that it is referred to the Disclosure and Barring Service if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or who would have been dismissed had they not resigned.

Records and Procedures

- Ensure that written records are kept of concerns about our students, even where there is no need to refer the matter immediately.
- Ensure all records relating to safeguarding are kept securely, separate from the main student file and in locked locations.

- Ensure that the correct defined procedures are followed where an allegation is made against a member of staff (including supply, agency staff or contractor), volunteer or governor.
- Ensure safe recruitment practices are always followed.
- Ensure that attendance patterns of all students are monitored.
- Ensure that when a student leaves the school the statutory transfer form and all educational records, including information relating to child protection concerns, are sent to the new school.
- Ensure the Missing Children Protocol is followed if it is unclear where a student is moving to, or if we are unable to ascertain a student's previous school, or acquire previous records.
- Ensure that a child's wishes are taken into account when determining actions.
- Ensure that the Gloucestershire Safeguarding Children Board (GSCB) audit is completed annually and that we follow through on actions arising.
- Ensure that all safeguarding protocols are applied on school trips and visits and during extra-curricular activities.

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. We also recognise the additional vulnerabilities of Children in Care. 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 student through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive, inclusive and secure environment and gives students a sense of being valued.
- The School Behaviour Policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student, such as Social Care, Children and Young People Service (CYPS), Education Entitlement and Inclusion (EE&I) and Educational Psychology Service.

- Ensuring that where a student who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.