SAFEGUARDING POLICY

September 2016

Status : Statutory
Next revision due : September 2017
Reviewed and monitor by : Assistant Headteacher – Pastoral
Recommended by : SHS Local Governing Body

Signed by Chair of Governors
KEY CONTACTS WITHIN THE SCHOOL:

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Assistant Headteacher |
|-------------------------------|-------------------------|
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Sally Carrington |
| DESIGNATED SAFEGUARDING GOVERNOR: | Diana Brazier |

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SAFEGUARDING POLICY FOR SHOEBURYNESS HIGH SCHOOL

1. **CONTEXT**

   Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools should work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm.

   *(Keeping Children Safe in Education – DfE, September 2016)*

   The document 'Keeping Children Safe in Education' (DfE, September 2016) and the statutory guidance - childcare disqualification requirements (DfE, February 2015) **MUST** be read in conjunction with this policy and should be kept as an appendix to the school’s safeguarding policy.

2. **INTRODUCTION**

   2.1 Shoeburyness High School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” *(the Children Act 1989)*.

   2.2 Section 175/157 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

   2.3 This policy applies to all pupils, staff, parents, governors, volunteers, students and visitors to our school.

   2.4 There are three main elements to our Safeguarding Policy:

   - **Prevention**
     - By implementing procedures that ensure early help is sought when there are child safeguarding concerns,
       - By ensuring that we practice safe recruitment in checking the suitability of all staff and volunteers who work with children,
       - Through establishing and maintaining a safe and positive environment and the teaching and pastoral support offered to pupils,
       - By raising awareness of child protection issues and equipping children with the skills needed to keep them safe.

   - **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
➢ **Support** to pupils who may have/may have been abused (in line with his/her Child Protection Plan, if appropriate).

2.5 This school recognises it is an agent of referral and not of investigation.

3. **SCHOOL POLICY**

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our school therefore aims to:

- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to. Our Year Managers do not have teaching timetables which enables them to be visible and approachable around the school. If concerns are raised referrals are made to our school counselling team offering further in-house guidance and support.
- Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty. Each student also has a learning tutor who they see on a day to day basis who will speak to the child if they notice any changes in mood or behaviour that could be linked to possible child protection issues.
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships. This is covered within our SCOPE and RESHAPE curriculum.
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. This is covered within our SCOPE and RESHAPE curriculum and through the ‘Every Child Matters’ agenda across curriculum areas. Our ECM audit monitors this.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies. Our Year Managers act as the link person between the school and all the other agencies working with our young people. They also attend every Children and Family panel meeting as an opportunity to personally meet representatives from other agencies.
- Ensure the curriculum safeguards all pupils, particularly with internet safety and through creating a safe environment in which pupils learn.

4. **FRAMEWORK**

4.1 Child protection is the responsibility of all adults and especially those working with children.

4.2 The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Southend Local Safeguarding Children Board (Southend LSCB).
4.3 In Southend, all professionals must work in accordance with the SET Procedures (Southend Essex and Thurrock Child Protection Procedures) and our school also works in accordance with ‘Keeping Children Safe in Education’ (DfE, September 2016) and ‘Working Together’ (DfE, March 2015).

5. **ROLES AND RESPONSIBILITIES**

5.1 All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities for the current year are listed on the cover sheet of this document.

5.2 It is the role of the Designated Safeguarding Lead to ensure that all child protection procedures are followed within the school, and to make appropriate, timely referrals to Children’s Services (First Contact Team) in accordance with the SET procedures. If, for any reason, the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead has been identified who will act in their absence. Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed including temporary staff, volunteers and contractors within the school are aware of the school’s safeguarding procedures, to advise staff and to offer support to those requiring this. This is done at Shoeburyness High School through comprehensive training for all staff and governors (please see Appendix A).

5.3 The Governing Body and School Leadership Team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (see ‘Safer Recruitment’ policy for further information).

5.4 The Designated Governor for Safeguarding ensures there is an effective Child Protection Policy in place and that this is updated annually. Governors must not be given details relating to individual child protection cases, or situations, to ensure confidentiality is not breached.

5.5 The Headteacher and the Designated Safeguarding Lead provide an annual report for the Governing Body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

5.6 The Headteacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 and S.157 of the Education Act 2002.

5.7 The school will publish its Safeguarding Policy on its school website alongside ‘Keeping Children safe in Education’ (DfE, 2015). ’
5.8 The school will actively promote online safety and the Prevent programme (in line with the Terrorism and Security Act 2015) on its website and signpost stakeholders to information that will help keep children safe online.

5.9 Southend Child Protection and Safeguarding Co-ordinator, Children’s Services, is available to offer advice and support and to ensure that training is available for the school’s Designated Safeguarding Lead.

5.10 The Designated Safeguarding Lead will provide updates throughout the year regarding safeguarding good practice.

5.11 The school will highlight who to contact if staff need to whistleblow.

6. PROCEDURES

6.1 All action is taken in accordance with the following guidance:

- The SET (Southend, Essex and Thurrock) Child Protection Procedures; a copy of which is available in Katrina Lambert’s office, on the school’s “I” Drive in the policies folder and published on line www.southend.gov.uk/lscb

- Keeping Children Safe in Education (DfE, September 2016 & childcare disqualification requirements - Statutory Guidance (DfE, February 2015)

- Working Together to Safeguard Children (DfE, 2015)

6.2 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school’s Safeguarding Policy, advised who our Designated Safeguarding Lead (and Deputy) is and informed how to share concerns with the Designated Safeguarding Lead or Deputy.

6.3 Staff are kept informed about child protection and safeguarding responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However, the Headteacher will ensure they are aware of the school’s policy and the identity of the Designated Safeguarding Lead and Deputy.

6.4 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.5 The Designated Safeguarding Lead or the Deputy will immediately refer cases of suspected abuse or allegations to Children’s Services (First Contact Team), Southend Borough Council (contact numbers are on the
cover sheet of this document) and in accordance with the procedures outlined in the SET procedures.

6.6 A telephone referral to Children’s Service must be confirmed in writing within 48 hours.

6.7 The Early Help Assessment (EHA) should be used to support a child protection referral. (The EHA form and guidance is available on www.southendchildrenspartnership.org.uk and on the Southend LSCB website and Southend Learning Network. A completed EHA form contains all the information required for a child protection referral and should be sent to the First Contact Team. In cases where there have been mounting concerns about a child, it is likely that an EHA will already have been completed prior to a child protection referral. A telephone referral to the First Contact Team – in cases where there are immediate safeguarding concerns - should be confirmed in writing within 48 hours, using the EHA form to provide the information required. Essential information will include the pupil’s name, address, date of birth, family composition, the reason for the referral, whether the child’s parents are aware of the referral, the name of person who initially received the disclosure plus any advice given. This written confirmation must be signed and dated by the referrer.

6.8 The school will always undertake to share our intention to refer a child to Children’s Services with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Children’s Services or Essex Police.

6.9 If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration.

6.10 Safeguarding contact details will be prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support.

6.11 Parents and Carers will be informed about our school’s duties and responsibilities under child protection procedures on admission and on the school website.

7. TRAINING AND SUPPORT

7.1 The Designated Safeguarding Lead (and Deputy) will undergo updated child protection training every two years, in accordance with Keeping Children Safe in Education (DfE, September 2016). The Headteacher, all staff members and Governors will undergo child protection training, which is updated regularly, to equip them to carry out their responsibilities for child protection effectively. A record of all Child Protection training will be kept as an appendix to this policy.

7.2 The school will ensure that the Designated Safeguarding Lead (and Deputy) also undertakes training in inter-agency working and other
matters, as appropriate and this includes training on the Prevent programme.

7.3 The Headteacher, together with the Designated Safeguarding Lead, will provide support and supervision to staff involved in child protection issues.

7.4 All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Handbook / Code of Conduct.

8. PROFESSIONAL CONFIDENTIALITY

8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

8.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only. Any information shared with a member of staff in this way must be treated confidentially.

9. RECORDS AND MONITORING

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

9.2 Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. This should be presented to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action.

9.3 These file notes are kept in a confidential file in chronological order (which is separate to pupil files) and stored in a secure place in the Pastoral Office. All child protection records are stored securely and confidentially and will be retained for 35 years after the last entry.

9.4 If a pupil transfers from the school, these files will be copied and forwarded to the pupil’s new educational setting, marked ‘Confidential’ and for the attention of the receiving school’s Designated Safeguarding Lead.
10. ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUP MEETINGS

10.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at any Child Protection Conference called for children on the school roll, or previously known to them. A report will be made available to the Conference Chair, 48 working hours in advance of the Conference, and shared with the parents/carers before the day of the Conference. Whoever attends the Conference should be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the Conference and express a view, at the end of the meeting, as to whether the child(ren) should be made subject to a Child Protection Plan.

10.2 When a child is made subject to a Child Protection Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, welfare and presentation. If the school is part of the Core Group, then the Designated Safeguarding Lead should ensure that the school is represented and contributes to the Plan at these meetings; that there is a record of attendance and issues discussed. All concerns about the progression of the Child Protection Plan and/or the child’s welfare should be discussed and recorded at the Core Group Meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child’s Key Worker immediately and then record that they have done so and the actions agreed. If there is an unexplained absence of a child subject to a Child Protection Plan, the child’s Key Worker must be notified immediately.

11. SUPPORTING PUPILS AT RISK

11.1 Our school recognises that children who are abused, or those who witness violence, may find it difficult to develop a sense of self-worth, or to view the world as a positive place.

11.2 This school may be the only stable, secure and safe element in the lives of children at risk. Nevertheless, whilst at school, their behaviour may still be challenging and defiant, or they may be withdrawn.

11.3 Our school will endeavour to support pupils through:

- The curriculum; to encourage our pupils to stay safe and to develop healthy relationships, self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school’s behaviour management policies.
- A consistent approach agreed by all staff which will endeavour to ensure that the pupil knows that some behaviour is unacceptable, but that s/he is valued.
• Regular liaison with other professionals and agencies that support the pupils and their families.
• A commitment to develop open, honest and supportive relationships with parents, with the child’s best interest as paramount
• The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
• Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse. Therefore, staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
• Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
• Educate through SCOPE (PSHE) about the dangers and risks posed in sexting.
• Educate about peer on peer abuse and the possible safeguarding implications for victims.

12. SPECIFIC SAFEGUARDING ISSUES

12.1 Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware, including child sexual exploitation (CSE), bullying (including cyberbullying), domestic violence, drugs, safety (including sexting), fabricated/induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, teenage relationship abuse, trafficking.

12.2 Whilst school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues. Government guidance is available on the GOV.UK website and organisations such as the NSPCC (www.nspcc.org.uk) provide specialist information. All staff have been given the NSPCC whistleblowing telephone number 0800 028 02825 if they have a safeguarding concern about a colleague.

12.3 Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of
coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

12.4 Our school is committed to raising awareness of CSE. We have an identified CSE Champion, Katrina Lambert, who has received training in this area and attends the LSCB Champions’ Forum. Our school uses the LSCB Risk Assessment Toolkit and reports any information to Essex Police on a report form, as well as referring to First Contact Team or for Early Help Assessment, as appropriate.

12.5 Our staff are alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. Female genital mutilation (FGM) is a collective term for illegal procedures, which include the removal of part or all external female genitalia for cultural or other non-medical reasons. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the SET procedures and on pages 11-12 of the FGM Multi-Agency Practice Guidelines that can be found on the GOV.UK website.

Any suspicion of intended or actual FGM must be referred to Children’s Social Care.

12.6 Our staff are alert to the possibility of child terrorism exploitation via media and other sources. Staff have received training as part of the national Prevent programme. Any concerns will be reported to social care and the Police in line with SET procedures and the Prevent guidelines.

13. ALLEGATIONS INVOLVING A MEMBER OF STAFF

13.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

13.2 Only authorised agencies may investigate child abuse allegations (Children’s Services, the Police or, in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

13.3 The procedure to be followed in the event of an allegation being made against a member of staff is set out in the SET procedures.

13.4 Where an allegation against a member of staff has been made the Designated Safeguarding Lead, or the Headteacher, will contact the Local Authority Designated Officer (LADO) (see cover sheet of this document for contact details). Where the allegation is against the Headteacher, the
Chair of Governors will consult with the LADO.

13.5 The LADO has overall responsibility for oversight of the procedures for dealing with allegations against staff members. The LADO will advise on how to proceed and liaise with the Police, as to whether the matter requires their involvement. The school will manage these procedures alongside the school’s disciplinary process in liaison with the school’s HR Advisor.

14. WHISTLEBLOWING

14.1 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school’s Code of Conduct / Whistleblowing policy.

14.2 Any staff member can press for re-consideration of a case if they feel a child’s situation does not appear to be improving. They must refer their concerns to Children’s Services directly, if they continue to have concerns for the safety of a child.

15. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

15.1 Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

16. GUIDANCE ON THE USE OF MOBILE PHONES, CAMERAS AND SMART WATCHES IN SHOEBURYNESS HIGH SCHOOL

This update has taken into consideration Local Authority and LCSB provisional guidance.

16.1 Staff use of mobile phones -

All SLT have mobile phones which are available for child safeguarding purposes throughout the day.

- Staff should not use their own personal mobile phones during lesson or break times in front of pupils. Staff should only use mobile phones during non-contact time when pupils are not present. Staff are responsible for their mobile phones whilst on school site. The school recommends they are safely secured in an office environment. If staff mobile phones are lost or stolen the school accepts no liability for the loss.
- Occasionally, a member of staff may need to make or accept an emergency phone call at work in a classroom setting. If this is the case, it must be a rare occurrence and agreed with the relevant line manager beforehand.
- Staff should not use mobile phones to access the internet or social networking sites during working hours.
• Staff must make sure they use the school mobile phone provided for trips. This is kept in the front office and must be booked out by staff in advance. Staff should not store numbers on the phone, but a paper copy of contact details should be taken.

16.2 Children’s use of mobile phones -

• The school policy is clear and well established: pupils are not permitted to bring their mobile phones onto school site
• If a mobile phone is seen or heard by a staff member it will be confiscated and returned at the end of the half term
• In very rare, exceptional circumstances, the Headteacher can agree to allow a pupil to keep their mobile phone at the front office each day. This will be handed in prior to 8.25am and discreetly returned at 3.05pm. **THIS IS ONLY IN EXTENUATING CIRCUMSTANCES**

16.3 Parental use of mobile phones in school

• Parents may use mobile phones on school site discreetly and only when absolutely necessary. Calls should be short
• Parents should not use mobile phones:
  o In meetings with staff
  o During school shows
  o During a tour of the school
  Staff will politely speak to parents to address this if it occurs
• Parents may use mobile phones to take pictures of their own child at school shows or other events with the permission of staff running the event. We will always investigate any improper or misuse of images and take appropriate action to address issues that may arise. The member of staff responsible for running the event will draw parents’ attention to our child safeguarding expectations with regard to the safe use of images
• Parents should not access the internet or social networking sites whilst on the school premises.

16.4 Southend safer use of images guidance -

• Shoeburyness High School adheres to the Local Authority’s safer use of images guidance.
• Consent for internal and external use of images is obtained in our new admissions pack. This information is kept on school file, on our electronic database and by Year Managers.
• Photographs of pupils are stored on our SIMs database which is password protected. All staff have training on the appropriate use of SIMs and data protection each September.

17. **POLICY REVIEW**

The Governing Body is responsible for ensuring:

- the annual review of this policy; and
- that the list of key contacts on the cover sheet is kept up to date.

We recognise there are a number of policies that are relevant to safeguarding and promoting children's welfare. These include the following:

Policy or Procedure

Anti-Bullying (including internet and mobile ‘phone bullying)
Attendance
Behaviour management/student discipline
Disability and Equality
Drugs and Substance Misuse
Educating Children with medical needs
Equality Compliance
E Safety
Extended School activities
First Aid
Health and Safety
Looked After Children
Management of Allegations made against Staff
PSHE curriculum
PREVENT Strategy
Racial Equality
Recruitment and Selection
Relationships & Sex Education
Residential trips and schools visits, including exchange visits
Staff Handbook (Guidance on Conduct including the use of mobile ‘phones and social media)
Use of Positive Handling and Restraint/Physical Intervention
Visitors’ Policy
Use of Photographs/video
Whistleblowing
Work Placement/Work Experience

Acknowledgement:

We acknowledge the Essex Safeguarding Children Board model Child Protection Policy which contributed to the development of this model policy.
Appendix A

Training Materials given to all staff

All staff receive annual Child Protection training with the opportunity to refresh their knowledge and discuss appropriate action to take. All new staff receive comprehensive Child Protection training when they start, based on the following Powerpoint presentation. Governors are always encouraged to attend.

**Slide 1**

**Slide 2**

**Slide 3**

**Slide 4**
Slide 5

How does this affect us?

- All practitioners working regularly with children and young people need to achieve a level of competency in dealing with and managing child protection cases.
- Within this, staff will need to meet certain Practice Standards as advised by Southwest LSCB.

Slide 6

LSCB - Local Safeguarding Children’s Board

- The LSCB works alongside South East Local Safeguarding Children’s Boards to ensure that all agencies and professionals working with children and young people receive the appropriate guidance and support.
- This aims to ensure that all child protection cases are dealt with swiftly and appropriately by all agencies involved with the child.

Slide 7

Our locality

- As part of our safeguarding at SHS we support and work closely with East LSCB.
- Our Year Managers lead the administration of the implementation of EMA and TACAF and CP arrangements with our partner Schools, Victoria Hallam and, where appropriate, Social Services.
- An EMA is a universal tool used a Common Assessment Framework used nationally to ensure young people and their families for whom there is concern for their welfare receives appropriate support.
- The TACAF Team around the child and family is a vital partnership of service professionals that records action and progress made with a case.

Slide 8

We are all responsible

- Every adult working with young people is responsible to ensure that they are safe and well cared for in all aspects of their life.
- It is our duty to follow up anything that we suspect could be a child protection issue.
- Our shared objective is to identify children and young people who are suffering or likely to suffer significant harm, and to take appropriate action with the aim of ensuring they are safe at home and school.

Slide 9

We will...

- Create & maintain a safe learning environment for young people.
- Identify child welfare concerns & take action to address them.
- Contribute through the curriculum by developing children’s understanding, awareness and resilience.

Slide 10

Disclosure

- If a child or their friends make a disclosure about a child protection issue you have to report it.
- A disclosure may involve a child coming to talk to you directly or you overhearing a conversation that raises concern for you.
- You should write a formal objective report noting what was said and the concerns you have.
- The report should be forwarded to the school’s Safeguarding Designated Teacher, Katrina Dallaparte and our child’s key worker.
- If Rachel Lambrecht is absent the report should go to Gaye Lambe’s Head of Vocational Studies College or Ruth Williams (Deputy Headteacher.)

Slide 11

Raised eyebrows...

- Sometimes it is natural we are suspicious that there could be a child protection issue.
- This could be to do with a change in the child’s behaviour, appearance and attitude towards adults or other peers.
- Remember to trust your gut instinct, if something doesn’t feel right then there’s a probability something is wrong.
- Try talking to the child or if you are not comfortable doing this speak to their form tutor, Year Manager and the Safeguarding Officer. If you have Safeguarding PT about your concern so they can monitor the situation and take further action if appropriate.

Slide 12

Speaking to the child

- If a child comes to you directly you must be sure to be objective and listen to what they have to say.
- You must not ask leading questions but you can ask open questions.
- HOT = Did he hit you hard?!”
- BUT = “What happened?”
Slide 13
Confidentiality

- It is your duty and professional obligation to report any possible child protection issues.
- If a child discloses information you must ensure that you cannot keep it a secret and that you have to tell someone else who will try their best to help them.
- Always tell them the name of the Child Safeguarding DT so that they know they will be spoken to again.
- Try to reassure them that they are not in trouble and that we are all trying to help.

Slide 14
Follow up

- Once the matter has been referred to the Child safeguarding DT and Year Manager further follow up will be taken.
- This will involve them meeting with the child and where deemed appropriate making a referral to external agencies such as social services.
- Social services or another appropriate external agency will then take over the case and investigate it further.

Slide 15
Things to look for

- It is difficult to categorise child abuse
- It can take many forms which can make it difficult to ascertain exactly what is going on.

Slide 16
Physical Abuse

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child.
- Fictitious or fabricated illness by proxy may also constitute physical abuse whereby a parent or carer feigns the symptoms of an illness or child

Slide 17
Emotional Abuse

- Emotional abuse is the persistent emotional ill treatment of a child as to cause severe and persistent adverse effects on the child’s emotional development.

Slide 18
Sexual Abuse

- Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.
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Neglect

- Neglect is the persistent failure to meet a child’s basic physical and psychological needs, likely to result in serious impairment of the child’s health and development.
- It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger or failure to ensure access to the appropriate medical care or treatment. It may also include neglect of a child’s emotional need.

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Child Safeguarding

Dont’t forget...

- You HAVE to follow up any concerns you have. Always ensure you write up thorough, detailed notes detailing your concerns. These will be vital to any further investigation.
- Don’t be afraid to talk to the child’s Year Manager or your Child Safeguarding DT about how you feel about any disclosure made. Safeguarding children can be emotionally upsetting and distressing for you too.

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PREVENT strategy

- We take the national PREVENT Strategy very seriously following the Government release of the 2015 Counter-Terrorism Bill. This enforces all organisations working with young people to address any concerns regarding possible radicalisation or extremist behaviour to the right organisations as swiftly as possible.
- We are all responsible for ensuring we notice anything suspicious and refer it on immediately.
- Why is this so important? The 7/7 attack was the first time a terrorist attack on our nation was committed by ‘home-grown’ terrorists!

Slide 22

CSE

- CSE is an ongoing concern for schools and local communities.
- All students are at risk, no matter what their gender, ethnicity or religious beliefs.
- We were all shocked about the reports of Child Abuse coming from Rotherham in 2015 where it was reported 1400 children were abused and subject to CSE from 1997-2013. In many circumstances, the authorities were not quick enough to action their concerns.
- If you suspect anything you must refer it on.
DESIGNATED OFFICERS: KATRINA LAMBERT, SALLY CARRINGTON, HUW WILLIAMS

Keeping Children Safe in Education - September 2016 update – key changes

Though we are all aware of Keeping Children Safe in Education, a new version came into effect on 1 September 2016. It is important that we as school staff understand the key changes and ensure safeguarding remains at the forefront of all we do, whatever our role.

Key changes

1. **All** staff in schools should have read part 1. It has been re-worded to explicitly show that safeguarding is everyone’s responsibility. It states ‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children.’
   **This includes all associate staff as well as teaching staff.**

2. **Early Help** has a greater focus in this updated statutory guidance. Staff in schools should be providing support for pupils as soon as a problem is identified,
at any point in a child’s life, from the early years through to pupils in their teenage years. Staff should in the first instance discuss early help requirements with the Year Manager and / or designated safeguarding lead and support other agencies undertaking an early help assessment. Our Year Managers and DO (Designated Officer) will support staff in liaising with other agencies and set up an inter-agency assessment as appropriate and if necessary.

3. **Staff training** – In addition to all staff being required to attend safeguarding training it is now recommended that updates should be provided. Katrina Lambert, Child Safeguarding DO will circulate updates via the staff bulletin and staff briefing as and when necessary.

4. **Whistleblowing** – Staff must know who to go to if there are safeguarding concerns regarding other staff at the school, including the DO or HT. We have updated all Child Safeguarding posters to include a section on reporting to the Local Authority Designated Officer (LADO) if there are concerns of this nature. You can contact them on the Local Authority number, 01702 215000. Staff must follow the processes on the poster. Additionally, staff can contact the NSPCC on 0800 028 02825 to access a whistleblowing helpline.

5. **Safeguarding issues** - All staff should have an awareness of safeguarding issues. Staff should be aware that a pupil’s behaviour could put them at risk, for example, drug taking, alcohol abuse, truanting and sexting. Peer on peer abuse is also categorised as a child safeguarding concern. This may include bullying, cyber bullying, gender based violence, sexual assaults and sexting.

The mandatory annual training ensures staff understand how to support pupils and engage with parents and external agencies to keep children safe. If you have any questions or queries though throughout the year, please see the relevant Year Manager or a Designated Officer for advice.

6. **Policies and procedures** – Our Child Safeguarding policy reflects that additional barriers can exist to identify neglect and harm to some groups of children or pupils. For example, those who have special educational needs and/or disabilities. Please take the time to read the Child Safeguarding and Behaviour policy as well as the Keeping Children Safe in Education 2016 document.

7. **Governance:** We have a Governor who is linked to Child Safeguarding and oversees the policy and its implementation. Please feel free to speak to Di Brazier about Child Safeguarding if you wish.

8. **The curriculum** – Safeguarding should be an inherent part of your curriculum. It is your responsibility to address any possible safeguarding concerns in the classroom and to closely monitor and manage internet safety and behaviours in the in the classroom. You must ensure children feel and are safe at all times.

9. **Sexting** - is included in the Child Safeguarding policy and Keeping Children Safe in Education 2016. You must refer any cases of sexting you may encounter to the child’s Year Manager and / or Designated Officer immediately.
10. **Vulnerable children, LAC and those on the ‘edge of care’** – We have many children who are already involved with other agencies such as Social Care, Youth Offending, Youth Services, EWMHS and some that are vulnerable but have not met the threshold to trigger involvement from other external agencies. Please be aware that these children will need additional care, guidance and support and if you have any concerns please refer them to the Year Manager and / or DT as soon as possible.