



bright futures

2.22 Safeguarding Students

Policy and Procedures

September 2017

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1. Purpose of this Safeguarding Policy

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children's Act 1989
- The Children's Act 2004
- Education Act 2002 (section 175/157)
- Local Safeguarding Students Board Child Protection Procedures
- Working Together to Safeguard Children (HM Government 2015)
- The Education (Student Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Keeping Children Safe in Education September 2016.

This policy is one, which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues, and the action which must be taken if there are concerns about the safety or well-being of any child. This policy also makes explicit our commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

This will cover roles and responsibilities of the Designated Safeguarding Lead, policy and procedures, curriculum, multi-agency meetings, record keeping and recruitment and selection.

2. Aims of the Safeguarding Policy

We aim to provide staff with relevant information, skills and attitudes to promote the welfare of students attending school and help keep students safe. Together with these skills we hope that students will feel confident they can confide in staff on issues of neglect, abuse and deprivation.

- To inform and advise any adults work in or on behalf of our school of the need for child protection and of their responsibilities in identifying and reporting possible case of abuse.
- To ensure that everyone is aware of the required levels of communication between staff in actual, suspected or potential child protection situations.
- To give clear guidance to all staff on what procedures to follow if a child discloses abuse or a member of staff suspects abuse.

- To integrate a child protection curriculum into the existing curriculum allowing for continuity and progression through all stages of education.
- To operate this policy in line with the stated values of our school
- To review procedures and improve the way the child protection issues are managed.

We recognise that for children, high self-esteem, confidence, a supportive friend and clear lines of communication with a trusted adult helps prevention.

We will therefore:

- (a) Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to. Staff members are aware that students should not be ignored and as part of our Ethos ensure that students are supported in developing their personality. Our School Council is a forum for open discussion regarding any student concerns. The Head teacher is always available to meet with students and students are encouraged to speak with the Head teacher about matters of concern.
- (b) Ensure that students know that there are adults in our school who they can approach if they are worried or are in difficulty. Students are encouraged to approach adults with their concerns. The curriculum provides up to date information on how students can stay safe online and who to go to in the event of any concerns they would like to discuss.
- (c) Include in the curriculum, activities and opportunities which will equip students with the skills they need to stay safe from abuse. The curriculum, especially subjects such as PHSCEE raises student's awareness and builds confidence so the students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- (d) Include in the curriculum, material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the students; reasonably practical steps will be taken to offer a balanced

presentation of opposing views to students.

3. Introduction to the Safeguarding Policy

Our school aims to encourage each student to discover their full potential and to develop within our inclusive framework. At our school we have high expectations of our students, not only academically but also in standards of behaviour, appearance and courtesy both inside and outside the school.

There are four main elements to our Safeguarding Policy.

- (a) **PREVENTION** by creating a positive atmosphere teaching and pastoral support to students
- (b) **PROTECTION** by following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns
- (c) **SUPPORT** to students and staff in ensuring the well-being of the victim
- (d) **RECRUITMENT AND SELECTION OF STAFF** to ensure students are safe and secure from adults who might wish to harm them.

This policy applies to:

- All members of our school community (teaching staff, administration staff, catering staff and all other staff members).
- All adults from outside the school who have close contact with students (mentors, careers officers, social workers, support teachers).

Roles and Responsibilities

All adults working with, or on behalf of students, have a responsibility to protect children. There are, however, key people within school and the LA who have specific responsibilities under Child Protection Procedures.

Early Help

All staff are made aware of the Early Help process, committed to playing their part in it and understand their role and responsibility. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and in some cases acting as the lead professional in undertaking an early help assessment.

Roles and Responsibilities of DSL

The main role of the Designated Safeguarding Lead (DSL) for Child Protection is to refer cases of suspected abuse to the relevant investigating agencies, according to the procedures established by Warrington Safeguarding Children's Board (**WSCB**).

The DSL is expected to:

- Read and be familiar with the contents of this policy.
- Make sure there is at least one copy of the procedures kept in a central place so that all staff has access to it as necessary. Ensure it contains up-to date information about local services (including telephone numbers).
- Ensure that all staff, including supply staff and volunteers are inducted in to the school's procedures, have access to the school's safeguarding policy and know how to make child protection referrals.
- Ensure that visiting staff know the school's safeguarding procedures, including the process involved in early help.
- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with WSCB and other relevant agencies over cases of abuse and allegations of abuse.
- Ensure that all allegations against teachers and other adults working within the school community are referred to the relevant person.
- Liaise with Head Teacher regarding any issues and ongoing investigations.
- Ensure that the schools safeguarding policy is updated and reviewed annually, in collaboration with the Head Teacher and any issues arising are reported regularly.
- Ensure that parents have access to the school's safeguarding policy and that a reference to it is made within the school's prospectus.
- Make themselves and the Head teacher known to all members of staff and have training in safeguarding students relevant to their needs and that they

are able to identify and report concerns.

- Notify the WCSB if there is unexplained absence of a student on the child protection register of more than more than a two-day duration from school (or one day following a weekend)
- Keep clear records of all child protection concerns in a locked filing cabinet separate from children's files.
- Any referral should be made within 24 hours (in writing or with written confirmation of a telephoned referral) of allegations or suspicions of abuse to Eddie Jackson (DSL) to carry out child protection investigations rather than internal investigations by the school.
- Where students leave the school roll, ensure their child protection file is transferred to the new school and is kept separate from main school file.
- To investigate where students are absent from school without any valid reason or when no contact can be made to identify reason for absence, the DSL will report to the LA and appropriate steps will be followed. (See Attendance policy)
- Help staff to devise and co-ordinate strategies to support students who are particularly **vulnerable**.
- Ensure staff have advice about avoiding situations, which might make them vulnerable to allegations by students.
- Receive training in how to identify abuse and know when it is appropriate to refer a case and attend refresher training every year. This will also include training for inter-and multi- agency work such as child protection conferences and core group meetings.
- Represent the school at child protection conferences and core group meetings.
- Ensure that the curriculum offers opportunities for raising students' awareness and developing strategies in areas such as safe environment, protective behaviour, personal safety, bullying, racial awareness, internet safety and safeguarding issues within sex education.

- Provide as much information as possible; such as the child's full name, date of birth, address, school, GP, communication needs, any disabilities the child may have, details of the parents, other siblings and a chronology of previous concerns when making a referral. Even if all the information is not available, the call should still be made.
- If it is necessary for the child to be taken to hospital, hand the child over to the direct care of medical staff informing them that non-accidental injury is suspected. It is important that all stages in the above procedure staff make detailed written records of all their reports and actions. Before forwarding reports on for further action to take place, it is recommended that staff make and securely retain copies of any notes or reports that they forward. N.B. Notes should be made of the relevant parts of conversations and phone calls, e.g. their general content and 'Who is it, do what?' - the notes should be included in reports.
- Once information has been passed to the appropriate colleague they should withdraw from the process. It is not appropriate to talk to the child or to offer further support. However, when a student has trusted you enough to disclose, they may feel the desire to return to talk (remember that investigations can sometimes take months). In such a situation they should be advised that you cannot comment or advise but you can listen.
- Where there are still concerns, the school will request reconsideration.

Role of the Proprietor

The Proprietor is responsible for safeguarding children, to ensure the children in the school are kept safe from harm. The Proprietor plays an important role in ensuring oversight and scrutiny of the safeguarding policy, procedure and practice on behalf of the school.

The Proprietor will:

- Act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the Safeguarding agenda and all statutory responsibilities are met.
- Monitor appropriate policies, including the Safeguarding and Whistle blowing policies.
- Ensure there is a suitable qualified, trained and supported DSL who has responsibility for responding to and overseeing safeguarding issues.

- Ensure there is a suitable qualified, trained and supported Deputy DSL who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSL.
- Ensure that the Deputy DSL adequately supervises and supports the work, development and wellbeing of the DSL and any other individual to whom they may delegate additional safeguarding responsibilities in order that there exist clear lines of accountability.
- Ensure that there is a robust system for recording, storing and reviewing child welfare concerns.
- Liaise with the head about general child protection and broader safeguarding issues within the school.
- Ensure that school staff training is up to date.
- Safeguarding training is delivered every year and other training as appropriate to the role and relevant to issues within the school.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the voice of pupils is truly heard and appropriately acknowledged.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout.
- Ensure school do not operate in isolation and have an awareness of agencies available to support children and families.
- Ensure the safeguarding agenda is embedded in the ethos of the school.

Role of Warrington Safeguarding Students Board (WSCB)

The Warrington Safeguarding Children's Board (WSCB) is the recognised joint forum for developing, monitoring and reviewing child protection procedure. The role of a local Safeguarding Children's Board is outlined in 'Working Together to Safeguard Children (2015)'.

Role of Staff

Abuse of students in attendance at school is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages to the recognition of child abuse;

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour.

- They have an ongoing relationship with children, who may confide in them about difficulties that they are experiencing.
- They have knowledge of the wide range of behaviour likely to be seen in students of a particular age.
They have opportunities to observe the response of a group of students to particular situations. They will therefore, be sensitive to surprising or unusual responses.

Teachers have a professional duty to:

- Observe and be alert to signs of abuse;
- Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury;
- Enquire about the progress of individual cases in which they/are have been involved.

All teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

Consulting with your Designated Senior Lead for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Senior Lead for child protection who will contact the appropriate agency as and when required.

If staff are unhappy about the response you receive from your Designated Lead for Safeguarding contact the Local Authority Children’s Services.

The school will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- Place a vulnerable adult at risk of harm
- Compromise and enquiries that need to be undertaken by children’s social care or the police

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

Staff (Non-Teaching/Ancillary)

As with teaching staff, non-teaching staff has a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury. All non-Teaching/ancillary staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, non-teaching/ancillary staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

Procedures for when someone is concerned about a child or young person

- All concerns for students and young people should be recorded on standard pro-forma available.
- All concerns should be recorded as soon as possible (and within one hour)
- All concerns should be referred to the DSL
- All concerns of allegations in relation to staff and volunteers' harmful behaviour should be referred to the head teacher. If the concern is in relation to the head teacher the Proprietor should be informed without delay.

To consult with the Designated Lead for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Lead who will contact the appropriate agency.

Staff and volunteers must report to the DSL when:

- A child may disclose something that has upset or harmed them
- Someone else might report something that a child has told them, or that they believe that a child has been or is being harmed
- A child might show signs of physical injury for which there appears to be no explanation
- A child's behaviour may suggest he or she is being abused
- The behaviour or attitude of one of the workers towards a child may cause concern
- A child demonstrates worrying behaviour towards other children.

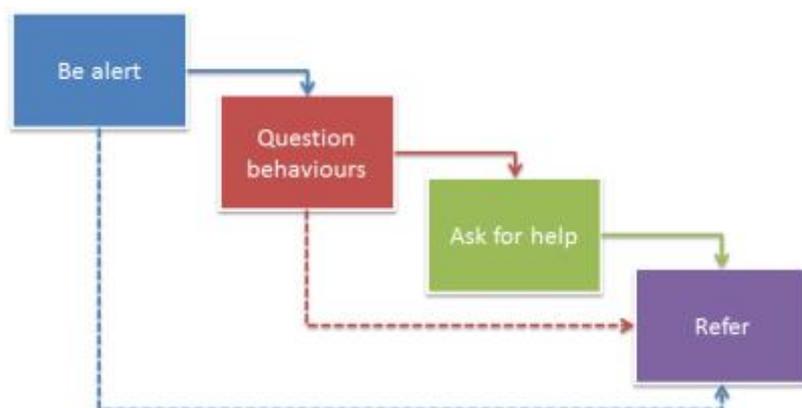
All teaching and non-teaching staff will undertake training every year.

Staff working with students should be guided by these four principles:

1. Students have a right to be safe and should be protected from all forms of abuse and neglect;
2. Safeguarding students is everyone's responsibility;
3. It is better to help students as early as possible, before issues escalate and become more damaging; and

4. Students and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

There are four main categories of abuse and neglect and, although there are definitions in Working Together to Safeguard Children 2015, this document sets out some of the warning signs. There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.



The first step is to be alert to the signs of abuse and neglect, to have read this document and to understand the procedures set out in your local multi-agency safeguarding arrangements. You should also consider what training would support you in your role and what is available in your area.

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore, question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.

(Keeping Children Safe in Education September 2016)

For All Staff

One sentence from the child indicating child abuse or non-accidental injury provides you with 'reasonable grounds' and is sufficient for you to act. This may also apply if clear information comes from a sibling or other adult, etc. However, considering that many of the signs of child abuse are also commonly associated with other medical, social or psychological problems or simply normal child development, a teacher may naturally discuss some initial concerns about a child's mental or physical well-being with other staff, parents, etc. However, in many cases the parents/guardians may be the abusers and explanations or comments made by the parents may be sufficient to give the teacher reasonable grounds to suspect child abuse or non-accidental injury. Once there are reasonable grounds to suspect child abuse or non-accidental injury then the following procedure must be implemented immediately.

When a staff member has suspected child abuse or non-accidental injury then the matter should be referred to the DSL **Eddie Jackson** and a written report should be

made and forwarded to the DSL.

ALL STAFF HAVE A STATUTORY DUTY UNDER THE EDUCATION ACT 2002 TO PASS ON ANY CHILD PROTECTION CONCERNS ABOUT A CHILD.

4. Looked after children

The DSL will ensure appropriate staff have the information they need in relation to a student's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the student's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the student's social worker and the name of the virtual school head in the authority that looks after the child.

5. Recognising Abuse

Physical Abuse

May involve hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating or otherwise causing physical harm to a child. It may also occur when a parent or carer feigns symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as Fabricated or Induced Illness (FII) or Munchausen Syndrome by proxy.

Possible Signs of Physical Abuse

- Unexplained injuries or refusal to discuss them
- Cigarette burns
- Long Bruises-possibly made by a belt
- Teeth marks
- Fingertip/slap marks or bruises
- History of bruises/injuries with inconsistent explanations
- Bilateral black eyes
- Self-destructive tendencies
- Aggression towards others

- Untreated injuries
- Fear of medical treatment
- Unexplained patterns of absence that could be in order to hide injuries
- Students with frequent injuries
- Students with unexplained or unusual fractures or broken bones
- Students with unexplained bruises or cuts, burns or scalds or bite marks.

Emotional Abuse

Emotional abuse is the persistent maltreatment of a child such to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to students they are worthless and 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 the child's developmental capacity, as well as overprotection and limitation of exploration, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing students 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, though it may occur alone.

Possible Signs of Emotional Abuse

- Developmentally delayed
- Inappropriate emotional responses
- Self-Mutilation
- Extreme passivity or aggression
- Running Away
- Drug/solvent abuse
- Excessive fear of situations or people
- Social isolation
- Depression
- Students who are excessively withdrawn, fearful, or anxious about doing something wrong;

- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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 and online sexual abuse, such as involving students looking at, or in the production of, sexual images, watching sexual activities, encouraging students 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.

Possible Signs of Sexual Abuse

- Depression, suicidal, self-harming
- Anorexic/bulimic
- Acting in a sexually inappropriate way towards adults/peers
- Unexplained pregnancies
- Running away
- Telling of a 'friend with a problem abuse'
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Afraid of certain people
- 'Chronic' medical problems (stomach pains/headaches)
- Withdrawn, isolated, excessively isolated
- Students who display knowledge or interest in sexual acts inappropriate to their age
- Students who use sexual language or have sexual knowledge that you would not expect them to have
- Students who ask others to behave sexually or play sexual games; and

- Students with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Some of the following signs may be indicators of sexual exploitation:

- Students who appear with unexplained gifts or new possessions
- Students who associate with other young people involved in exploitation
- Students who have older boyfriends or girlfriends
- Students who suffer from sexually transmitted infections or become pregnant
- Students who suffer from changes in emotional well-being
- Students who misuse drugs and alcohol
- Students who go missing for periods of time or regularly come home late; and
- Students who regularly miss school or education or don't take part in education.

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 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 the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Possible Signs of Neglect

- 'Failure to thrive' (looks thin, unwell, below average height and weight)
- Usually hungry
- Has regular accidents (especially burns)
- Poor personal hygiene
- Kept away from school medicals

- Tiredness
- Reluctant to go home
- Poor social relationships
- Frequent lateness/ non-attendance at school
- Inappropriate clothing
- Students who are living in a home that is indisputably dirty or unsafe
- Students who are left hungry or dirty
- Students who are left without adequate clothing, e.g. not having a winter coat
- Students who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Students who are often angry, aggressive or self-harm
- Students who fail to receive basic health care
- Parents who fail to seek medical treatment when their Students are ill or are injured.
- Students whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed
- Students with clothes which are ill-fitting and/or dirty
- Students with consistently poor hygiene
- Students who make strong efforts to avoid specific family members or friends, without an obvious reason
- Students who don't want to change clothes in front of others or participate in physical activities
- Students who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Students who talk about being left home alone, with inappropriate carers or with strangers

- Students who reach developmental milestones, such as learning to speak or walk, late, with no medical reason
- Students who are regularly missing from school or education
- Students who are reluctant to go home after school
- Students with poor school attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' concerns
- Parents who collect their Students from school when drunk, or under the influence of drugs
- Students who drink alcohol regularly from an early age
- Students who are concerned for younger siblings without explaining why;
- Students who talk about running away; and
- Students who shy away from being touched or flinch at sudden movements.

(Keeping Children Safe in Education September 2016)

6. Students with Special Educational Needs and Disabilities

Students with Special Educational Needs (SEN) and disabilities can provide additional safeguarding challenges as additional barriers may exist when recognising abuse and neglect in this group of children. This may include:

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's impairment without further exploration;
- Students with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

(KCSIE September 2016)

7. A Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of students of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the procedures for dealing with students that go missing on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have in place appropriate safeguarding policies, procedures and responses for students who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and Forced marriages.

The Designated Safeguarding Lead will inform the local authority of any student who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the medical professionals as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

The local authority will be notified when a student is deleted from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register.

The local authority will be informed of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 5 school days or more, at such intervals as are agreed between the

school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

(KCSIE September 2016)

8. Bullying and Cyber Bullying

Bullying is behaviour that hurts another individual – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It is usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happen online, using social networks, games and mobile phones, is called cyberbullying.

A child can feel like there is no escape because it can happen wherever they are, at any time of day or night.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- online or cyber bullying.

(NSPCC)

9. Child Sexual Exploitation

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 is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

(Keeping Children Safe in Education September 2016)

10. Female Genital Mutilation

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals 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.

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Indicators of FGM

It is important that professionals look out for signs that FGM has already taken place so that:

- The girl or woman receives the care and support she needs to deal with its effects
- Enquiries can be made about other female family members who may need to be safeguarded from harm; and/or
- Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those who have broken the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman asks for help
- A girl or woman confides in a professional that FGM has taken place
- A mother/family member discloses that female child has had FGM
- A family/child is already known to social services in relation to other safeguarding issues
- A girl or woman has difficulty walking, sitting or standing or looks uncomfortable
- A girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously
- A girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating
- A girl spends long periods of time away from a classroom during the day with bladder or menstrual problems
- A girl or woman has frequent urinary, menstrual or stomach problems; Multi-agency statutory guidance on female genital mutilation.
- A girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter
- There are prolonged or repeated absences from school or college
- Increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour
- A girl or woman is reluctant to undergo any medical examinations
- A girl or woman asks for help, but is not be explicit about the problem; and/or
- A girl talks about pain or discomfort between her legs.

Remember: this is not an exhaustive list of indicators. If any of these indicators are identified professionals will need to consider what action to take. If unsure what

action to take, professionals should discuss with their named/designated safeguarding lead.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Mandatory reporting commenced from October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

All teachers have a statutory duty from October 2015 to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

(KCSIE September 2016)

Please see FGM policy.

11. Forced Marriages

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their

family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Where it is felt that a student is a victim of forced marriage in any way, our safeguarding procedures will be followed.

Honour Based Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

12. Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying students who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Signs and symptoms of a young person being at risk of becoming radicalized:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group

- their day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- attempts to recruit others to the group/cause/ideology;
- Communications with others that suggest identification with a group/cause/ideology.

(Keeping Children Safe in Education September 2016)

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Our procedures:

- The school has a risk assessment to assess the risk of students being drawn into terrorism
- The school has clear procedures in place for protecting student at risk of radicalisation
- The school will discuss any concerns in relation to possible radicalisation with a student’s parents in line with the schools Safeguarding Policy and procedures unless we have specific reason to believe that to do so would put the child at risk

- The designated safeguarding lead and senior leaders will undertake advanced Prevent Awareness Training so that they are best equipped to provide advice and support to other members of staff on protecting students from the risk of radicalisation
- The school will ensure that all education staff undertake the online Prevent Training annually
- We will ensure that students are safe from terrorist and extremist material when accessing the internet in schools. We will ensure that suitable filtering is in place. We will teach our students about online safety more generally.

Channel

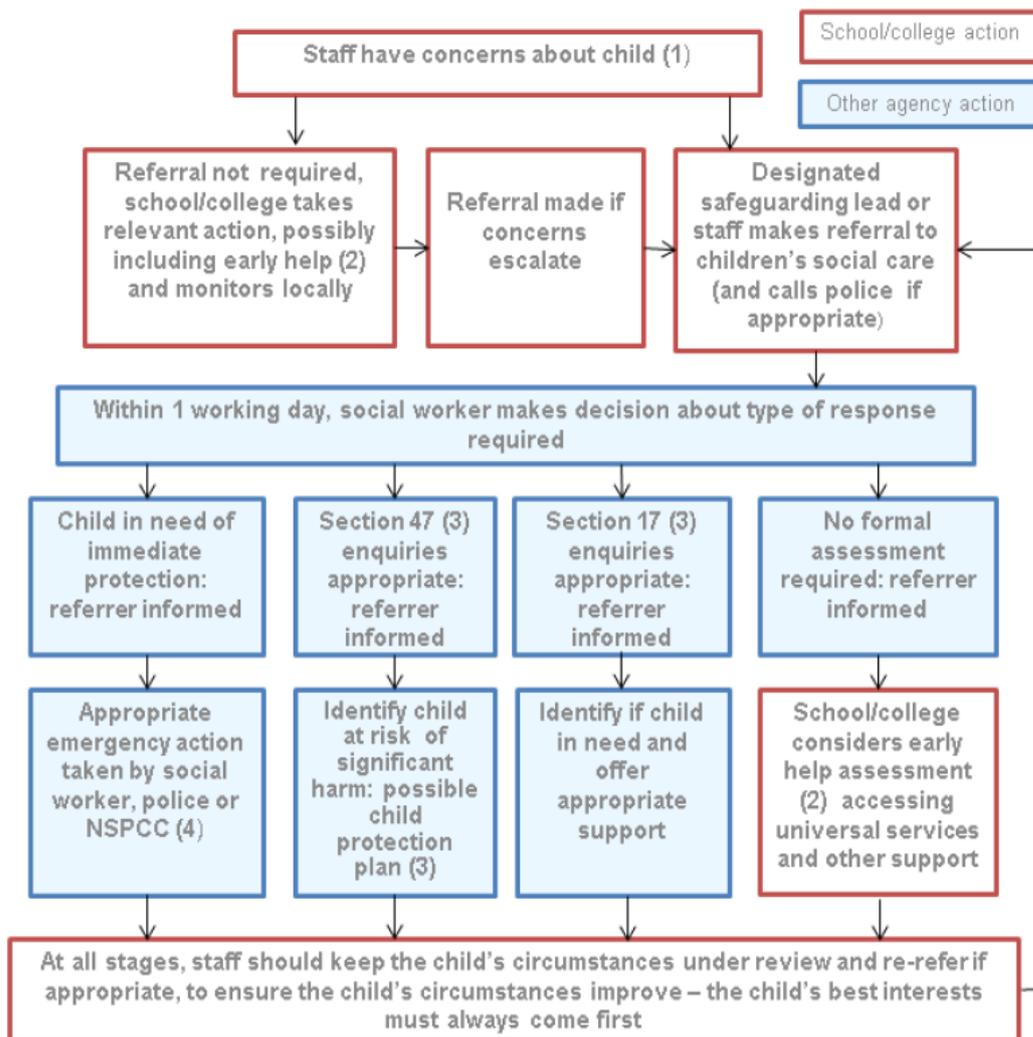
As part of our training, staff will understand when it is appropriate to make a referral to the Channel Programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

We will co-operate with local Channel panels as appropriate.

Please see the school Preventing Extremism and Anti-Radicalisation Policy

13. Reporting Procedure



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

The Six R's

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

REACT

- If you need to clarify information, ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me...?"
- Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- Never criticize the alleged perpetrator, it may be someone that they will continue to live with.
- Never ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

RECORD

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or police.

REFER

- Immediately inform the Designated Senior Person for child protection (Eddie Jackson/ Ruth Clifford) or in their absence the Deputy Designated Senior Person for child protection (Vicky Tijani) who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority

REFLECT

- Ask yourself if you have done everything you can within your role.
- Refer any remaining concerns to the designated teacher, e.g. any knowledge of siblings in the school, or previous contact with parents.
- Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality.

The reporting staff **MUST** now withdraw from the immediate process but should remain vigilant.

14. The Student's Wishes

Where there are safeguarding concerns, we will ensure that the child's wishes and feelings are taken into account when determining what action to take and what support is needed. All students will be given the opportunity to express their views and give feedback.

Opportunities to teach safeguarding

The school will ensure that students are taught about safeguarding issues, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PHSCEE). The school also uses external agencies to deliver workshops to students including Online Safety and cyberbullying.

15. Allegations involving a member of staff / volunteer

This school is committed to having effective recruitment and human resources procedures, including checking all staff and volunteers to make sure they are safe to work with students and young people. Key staff involved in recruitment processes will undertake Safer Recruitment Training offered by the WSCB.

However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances.

All allegations of abuse of students by those who work with students or care for them must be taken seriously. In these circumstances all allegations against other members of staff or volunteers should be referred to the Head teacher. In their absence you should seek to speak with Eddie Jackson. If your concern is about the Head teacher, you need to speak to Paul O'Leary or Kerry Barnes.

Staff may consider discussing any concerns with the school's designated lead and make a referral via them.

A referral to the Disclosure and Baring Service (DBS) must be made 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 and failure to refer when the criteria are met is a criminal offence.

16. Managing allegations made against the Proprietor, Senior Leadership Team and/ or Head Teacher

All allegations of abuse made against the Head Teacher, senior leaders and/or the proprietor of the company will be reported directly to the LADO.

If a student makes a disclosure to you, you must:

- Reassure the person concerned and allow them to talk freely
- Listen to what they are saying without displaying shock or disbelief
- Record what you have been told/witnessed as soon as possible using a concern form
- Remain calm and do not show shock or disbelief
- Tell them that the information will be treated seriously
- Do not start to investigate or ask detailed or probing questions
- Do not promise to keep it a secret

If you witness abuse or abuse has just taken place the priorities will be:

- To call an ambulance if required
- To call the police if a crime has been committed
- To preserve evidence
- To keep yourself, staff and student safe
- To inform the DSL
- To record what happened

This referral is then directed immediately to the LADO of your Local Authority. Please use the contact details at the end of this Policy.

This section of the policy deals with existing members of staff.

If the allegation relates to a member of staff who has left the company it will be referred to the police.

- The worker must ensure that the child is safe and away from the person against whom the allegation is made.
- The Designated Safeguarding Lead should be informed immediately. In the case of an allegation involving the Designated Safeguarding Lead, alternative arrangements should be sought to ensure that the matter is dealt with by an independent person. (Note: this could be anyone within the organisation that is in a senior position and believed to be independent of the allegations being made).
- The Designated Safeguarding Lead will contact Social Services for advice on how to proceed with the immediate situation.
- The individual who first received/witnessed the concern will make a full written record of what was seen, heard and/or told as soon as possible after observing the incident/receiving the report. It is important that the report is an accurate description.
- The Designated Safeguarding Lead (if appropriate) can support the worker during this process but must not complete the report for the worker. This report must be made available on request from either the police and/or social services.
- Regardless of whether a police and/or social services investigation follows, Bright Futures will ensure that an internal investigation takes place and consideration is given to the operation of disciplinary procedures. This may involve an immediate suspension and/or ultimate dismissal dependant on the nature of the incident.
- Where a member of staff/volunteer is thought to have committed a criminal offence the police will be informed. If a crime has been witnessed the police will be contacted immediately.

The safety of the individual(s) concerned is paramount and it should be ensured that they are safe and away from the person(s) who are the alleged perpetrators.

17. Managing allegations made against another student

- Consider interim protections such as separating the students involved.
- Obtain information from both the complainant and the accused
- Gather evidence from other sources, as appropriate
- Generate a written report
- Inform the complainant and their parents and the accused of findings

If a student discloses or accuses another student of abuse, then the Named Safeguarding Officer is informed immediately and then this goes to Social care referral system. Contact the LADO for advice.

18. Support for a staff that has been suspended

The support described below is applicable to staff during a period of suspension or during a period of leave of absence/medical absence where applicable.

It is recognised that during a period of uncertainty for a staff who finds herself/himself in this situation would require support due possibly to worry, depression or may feel isolated from workplace and colleagues. At all times it is important that staff are made aware that what is happening with the investigation. In this situation the head teacher will keep in touch at regular basis with the concerned staff for the support from within school and advice for external support from the external organisations.

Student Allegations

Where allegations are found to be malicious, unsubstantiated or unfounded, information held will be removed from staff records and will not be referred to in employer references.

Students found to have made malicious allegations will be dealt as students who breach school procedures. Referral to the police will be made where it is felt a criminal offence has been committed.

Parents

Parents or carers of a child or student involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is enquired, or police or children's social services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case, and told the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome.

19. Allegation of abuse made against other children

Any allegations of abuse against other students must be reported to the DSL.

Staff must recognise that students are capable of abusing their peers. Peer on peer abuse should NEVER be tolerated or passed off as "banter" or "part of growing up". Staff must be aware of the harm caused by bullying and use the schools anti bullying procedures where it is felt necessary. There will be instances when a student's behaviour warrants a response under Child Protection procedures.

Some students who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the student can receive appropriate help and support.

The school recognises that the care of students and young people with sexually harmful behavior is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. The Child Protection procedure will be followed for both the victim and the perpetrator.

All concerns raised must be recorded on a concern/ incident form. Each incident will be looked at and procedures will be followed accordingly. Every concern will be dealt with appropriately.

Some examples of peer on peer abuse:

- Sexting
- Gender issues (Girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence)
- Cyberbullying

20. Training and Support

The Designated Safeguarding Lead

The school will ensure that the DSL attends external training relevant to their role and it will be refreshed every year. The DSL will update their skills and knowledge at regular intervals, but at least annually (for example, via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding arrangements). The DSL will access appropriate training to enable them to respond to online safety concerns. This training includes developing an up-to-date awareness of both risks and benefits of technology and an awareness of both national and local policy and procedures (for example national and local procedures on managing sexting incidents)

All staff receive safeguarding training (including online safety) that is regularly update, at least annually. In addition to the formal training, their knowledge and skills will be updated, (for example via e-bulletins (online training), meeting other designated safeguarding leads, or read and digest safeguarding developments), at regular intervals, but at least annually. To keep up with any developments relevant to the role. Similarly, staff will receive safeguarding and child protection updates for example, via email, e-bulletins and staff meetings, as required but again, at least annually. Furthermore, staff will receive training on harmful behavior, and how to identify such behavior, linked to safeguarding issues that can place children in danger (for example, drug taking, alcohol abuse, truanting and sexting).

The school's training arrangements will include online safety training at the induction stage for staff which is updated annually thereafter. All staff will receive an annual copy of

- Safeguarding Students Policy
- Code of Conduct Policy

- Part One of Keeping Children Safe in Education
- Online Safety Policy

Staff will sign to confirm that they have read and understood the above mentioned documents as part of the Safeguarding Students Policy.

Where deemed necessary and relevant the DSL in discussion with the Head teacher will keep teachers up to date on matters concerning child protection issues.

The DSL will ensure that all staff are reminded of their responsibilities at regular intervals and have external training every year.

The proprietor and Head teacher will recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

21. Recording Information

The record will be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

22. Issues of Confidentiality

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

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

Normally personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

The case manager will take advice from the LADO, police and children's social care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared
- How to manage speculation, leaks and gossip
- What, if any information can be reasonably given to the wider community to reduce speculation; and how to manage press interest if and when it should arise.

23. Information sharing

- Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgment, there is good reason to do so, such as where safety may be at risk. You will need to base your judgment on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
- Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

24. Attendance at Child Protection Multi- Agency Conferences

A child protection conference is a multi-agency meeting involving Children's Services, the Police and Review and Child Protection following a referral by school or other agency/ adult in response to serious concerns expressed about the wellbeing of a child.

A professional who is independent of operational or line management responsibilities for the case will chair the conference.

All professional agencies that have contact with the child are invited to attend.

Reports for the conference are recorded on the Child Protection Conference Report Form. The DSL in consultation with the relevant staff will compile this report.

25. Supporting students at risk and about whom we have concern

We recognise that students who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our school may be the only stable, secure and predictable element in the lives of students at risk. Whilst at school, their behaviour may still be challenging and non-compliant. It is also recognised that some students who have experienced abuse may in turn abuse others. This requires a considered sensitive approach in order that they can receive appropriate help and support.

We will endeavor to support students through:

- (a) The curriculum to encourage self-esteem and self-motivation
- (b) Our ethos, which promotes a positive, supportive and secure environment and which, gives students a sense of being valued
- (c) We will ensure that wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children. We will ensure that students can express their views verbally or written feedback
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all students are supported within our school setting
- (e) A commitment to develop productive, supportive relationships with parents,

whenever it is in the child's interests to do so

- (f) Regular liaison with other professionals who support the students and their families
- (g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations

See our Anti-bullying policy.

Our school recognises that, statistically, students with behavioural difficulties and disabilities are most vulnerable to abuse. Staff who work, in any capacity, with students with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Our school recognises that it is important to work with parents to build an understanding of the school's responsibility to ensure the welfare of all students and recognition that this may occasionally require students to be referred to investigative agencies, as a constructive and helpful measure. Hence our school will ensure parents are contacted whenever a concern for a student is raised, unless to do so will place the child at further risk.

What staff should do if they have concerns about safeguarding practices within the school

All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime and are assured that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are reflected in staff training and staff handbook, are in place for such concerns to be raised with the school's senior leadership team. Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- The NSPCC blowing helpline is available for staffs who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk
- The NSPCC whistleblowing advice pages can be found online at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

26. Visitors

All visitors to our school should sign in at the main office and should be wearing a visitor's badge. Staff members should supervise all visitors if they have access to the school. Staff should challenge any adult unknown to them who is on the school premises without a badge. Staff should report any unacceptable forms of behaviour by adults to a senior member of staff i.e. use of foul language by building workers etc.

Recruitment and Selection

See Recruitment Policy

27. Useful Contact Numbers

Education

Name / Title	Telephone:	Email Address:
Becky Byron Local Authority Designated Officer (LADO)	01925 442079 01925 443101	
Eddie Jackson Designated Safeguarding Lead (DSL)	01925 750249 07506 596804	eddie@brightfuturescare.co.uk
Ruth Clifford Head Teacher Deputy Safeguarding Lead	01925750249 07540014868	ruth@brightfuturescare.co.uk
NSPCC – to report a concern NSPCC – for any child under 18 years	0808 800 5000 0800 1111	

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