Safeguarding and Child Protection Policy

Staff Member with Responsibility:	Mrs A Shakespeare, Vice Principal
Reviewed by:	Board of Trustees
Reviewed Date:	Autumn 2016
Next Review Due:	Autumn 2017

1: Safeguarding Statement

Everyone employed by Heathside School has a responsibility to safeguard and promote the welfare of children in their care. The DfE document 'Keeping Children Safe in Education' September 2016 defines safeguarding and promoting the welfare of children as:

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

All children deserve the opportunity fulfil their potential. This policy aims to outline the role that the school will have in supporting and safeguarding young people and the procedures that staff should follow. It also offers guidance on issues related to child protection generally. It is not exhaustive. All staff should use as a rule of thumb the best interests of the child as being at the centre of any decision they make. Child protection forms part of the school's safeguarding responsibilities.

2: **Aims**

The aims of this policy are:

- To raise awareness of individual roles and responsibilities in identifying and reporting possible causes for concern
- To raise awareness of the systems for monitoring, recording and reporting of concerns
- To provide guidance on recognising and dealing with suspected child abuse
- To outline training procedures
- To identify strategies and interventions available to support children at risk
- To identify external agencies with whom the school may liaise in order to promote the welfare of children and protect them from harm
- To support all adults working with children end ensure that they are able to put the school procedures into practice

The policy also links to the following school policies:

Behaviour for Learning
Staff Code of Conduct
Acceptable use of ICT - students
Acceptable use of ICT - staff
Whistleblowing
Anti-bullying
Children in Care
Sex and Relationships education
PSHE
Health and Safety
E Safety
Positive Touch and Restrictive Physical Intervention
Attendance
Recruitment

3: **Roles and Responsibilities**

Designated Safeguarding Leads (DSLs)

The DSLs will:
- ensure that they have completed the Surrey Safeguarding Children's Board and DSL training and that they update their training regularly
- ensure that the School's Child Protection Policy and internal procedures are reviewed at least annually and updated as necessary
- act as a source of support and advice within the school
- ensure that staff are familiar with the school policy and procedures
- provide induction training for any staff entering the school including support staff, part-time staff and regular volunteers
- organise regular training for staff on child protection within school
- make child protection referrals to Children's Social Care and maintain secure, accurate and confidential records which are kept separately to the pupil file
- monitor the attendance and development of students who are receiving support from other agencies or are on Child Protection Plans
- ensure that all relevant information about a child is disseminated to appropriate staff within the school
- ensure that child protection files and information are passed on under separate cover if a student changes school or educational setting or are kept at the end of a child's schooling until their 25th birthday
- liaise with the Safeguarding Children Unit and other external agencies with regard to individual cases and attend case conferences, Team around the Family meetings as appropriate

At Heathside the Designated Safeguarding Leads are:

Designated Safeguarding Leads - Ms A Shakespeare, Vice Principal

Deputies - Mr S Schofield, Assistant Principal, Miss Balson, Assistant Principal, Mr Renton, Assistant Principal, Miss Gatrell, Head of Learning

If there is no DSL available, referrals/concerns should be passed to **Mrs A L Cullum, Principal** who is also fully trained.

The Governing Body

The Governing Body is accountable for ensuring that Heathside has effective policies and procedures in place in accordance with their statutory duty to safeguard and promote the welfare of children. In order to fulfil their duty the Governing Body will:

- have a named Child Protection Governor who will take responsibility for meeting with the Lead Officer to discuss any concerns and ensure that safeguarding issues remain a school priority. The nominated child protection governor is Florentia Buckingham.
- be responsible for undertaking reviews at least annually of the school procedures and policy and ensure that the governors' annual report is completed and forwarded to the Local Authority
- ensure that any identified deficiencies or weaknesses in regard to child protection are brought to its attention without delay and take any action needed to improve procedures

- operate safe recruitment procedures for staff and volunteers including DBS checks and ensure that there is a senior member of the school's leadership team and at least one Deputy to take lead responsibility for child protection issues
- ensure that all other staff have appropriate training and that temporary staff and volunteers are made aware of arrangements for safeguarding and promoting the welfare of children
- ensure that staff have read Keeping Children Safe in Education Part 1
- be issued annually with Keeping Children Safe in Education Part 2 and confirm written receipt of this information
- ensure that a member of the Governing Body, usually the Chair, is nominated to deal with any allegations of abuse against the Principal. The chair of the Local Governing Body is Richard Wilson.

Governors may be contacted via the clerk to the governors, Mrs Janice Parrish (jparrish@heathside.surrey.sch.uk)

School staff should:

- attend regular training to ensure their knowledge remains fully updated
- ensure that they have read Part 1 and Annex A of Keeping Children Safe in Education (DfE September 2016) and signed as confirmation
- be alert to the signs of abuse as detailed in this policy and understand the school procedures for dealing with and passing on concerns
- report any concerns immediately to the DSL or, in her absence, to a Deputy DSL or Principal
- consult with the DSL if in any doubt as to how to proceed
- follow the advice given in this policy in relation to how to handle disclosure

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, preventing concerns from escalating.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

Partnerships with Parents

It is important that the school has an established approach to working with parents. Parents' and children's need for privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to parenting. These differences should be acknowledged and respected provided they do not place the child at risk as defined later in this policy.

Where possible school staff should work with and share information with parents. Permission for liaison and information sharing with outside agencies should be sought unless it places the child at risk. In these cases it is preferable to seek advice from children's social care or make a child protection referral.

This policy will be available for parents to download from the school website. The school's statement on its commitment to safeguarding is also on the school website.

4: **Training**

There will be an allocated time for staff to be briefed on the Child Protection Policy during one of the INSET days at the start of each academic year. All staff will also be issued with a guidance sheet at the start of every year.

Any new member of staff starting mid-year will receive this information as part of the induction process.

All staff will receive regular updates and training on safeguarding issues. All training dates are logged and there will be regular opportunities provided during Inset days and during twilight training.

Staff are also issued with the 'Keeping children safe in education Part 1'. All staff are expected to read and adhere to the guidance in this document.

5: **Recruitment**

So as to minimise the risk of employing or engaging an individual who may not be suitable to work with children Heathside will:

- Methodically applying techniques which are accepted as helpful in identifying unsuitable individuals

- Analysing rigorously all the information which is available about the candidate and, whenever possible, verifying through references, information which is provided by the candidate

The Principal, nominated members of the Senior Leadership Team and a governor will undertake safer recruitment training and ensure that it is updated as required.

All members of staff will have a full enhanced DBS check that is cleared before they are allowed to work with students. Any member of staff who does not receive this in time to commence work as to their contract will be supervised at all times. A risk assessment will need to be in place during this period of time.

Community users organising activities for children are aware of the school's Child Protection procedures.

The lettings policy will seek to ensure the suitability of adults working on school sites at any time.

6: **Safeguarding around the school site**

All members of staff will wear a school badge to indicate to all on site who they are. Visitors will be asked to sign in, read the safeguarding statement and should be escorted by members of staff around the school. All visitors will be required to wear a badge issued by reception.

7: **Use of photographic / filming equipment**

Written consent to take and use images of students is obtained annually. If images are taken parents will be made aware of when, where and how images may be used. This includes comprehensive information regarding use of images e.g in print, multi-media, broadcast; for what purpose e.g. promotion, publicity, evaluation, audit, review; and where possible an

indication of who the audience will be e.g. the general public, the participating students and their families and other organisations.

Staff must only use school equipment to record or take pictures. Any images must be downloaded at school through the school network. Images should not be passed through the e-mail system or be held on an individual's laptop or home computer. **All media including hardware and equipment must be destroyed when its school use has ended.**

8: **E-Safety**

All students are issued with an Acceptable Use Policy and are reminded regularly through the curriculum and assemblies of the need to remain safe online. The school also monitors student use of the Internet and ICT staff who have concerns about a student's use of ICT at school should refer their concerns to the school's DSL in the usual way.

Relevant staff meet to discuss E Safety issues regularly. All staff are trained in and receive regular updates in online safety and reporting concerns.

Where there are concerns about a child being groomed, exposed to pornographic material or contacted by someone inappropriately, via the Internet or other ICT tools like a mobile phone, referrals should be made to the Police and to Children's Social Care.

With regard to their personal use of the Internet and of other electronic devices, staff **must** follow the guidance outlined in the 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education settings' (October 2015). They should also adhere to the Acceptable Use of ICT policy – staff.

9: **Use of mobile technology**

Students may bring a mobile phone to school for use before and after school only. During the school day the mobile phone should be out of sight. The only exception to this is if a teacher has given students permission to use their phones in a lesson for teaching and learning purposes.

If a student is seen using his/her phone without permission, it will be confiscated in line with the school's Behaviour Policy. Any misuse of mobile technology or incidents of cyber-bullying will be taken extremely seriously in line with the school's behaviour policy.

10: **The curriculum**

Opportunities are provided to ensure students are taught about safeguarding through PSHE, assemblies, Sex and Relationship Education and through the use of external speakers. Keeping safe information is also available in the student planner.

Drama

The examination board requires a signed declaration form from the Head of the school/college that they have approved the performance's content and presentation as being suitable for the age group performing it before it can be assessed by a staff member or associate. This is to ensure that any elements of possible abuse themes (e.g, obscene language, violence, nudity and sex) are age-appropriate and integral to the performance.

11: **Early Help**

All staff should be aware of the Early Help process and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment. The Home School Link Worker often leads this process, supported by other staff within the school.

12: **Guidance on Recognising Abuse**

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It is not the responsibility of school staff to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. The welfare, safety and protection of a child are paramount.

Abuse might fall into the categories of:

• Physical
• Emotional
• Sexual
• Neglect

Children with Special Educational Needs (SEN) and disabilities can provide additional safeguarding challenges. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration. Children with SEN and disabilities may also be more vulnerable to bullying and staff need to be aware of this possibility.

Possible abuse may be occurring or have occurred if a child:

• Has unexplained bruising or bruising in an unusual place – inside of leg, under arms etc.
• Seems to be afraid, quiet or withdrawn
• Seems afraid to go home
• Constantly appears hungry, tired or untidy
• Seems to be left unattended or unsupervised
• Has too much responsibility for their age
• Acts / speaks in a sexually inappropriate way
• Misuses drugs or alcohol
• Tells you something that sounds as though they've been hurt by someone

A child going missing from an education setting is a potential indicator of abuse or neglect. The attendance of vulnerable children should be monitored very closely and any concerns passed to the DSL.

13: **Child Sexual Exploitation**

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. If staff become have concerns they must report these concerns immediately to the DSL in the usual way.

Risk indicators

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual) ☐ mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

The school will use the Surrey Safeguarding Children Board protocol to identify and screen young people who may be vulnerable to CSE.

14: **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

Staff should be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Staff need to be alert to the possibility of a girl being at risk of FGM, or already suffered FGM. Further advice and a list of indicators can be found on pages 11-12 of the **MultiAgency**

Practice guidelines: Female Genital Mutilation. If staff have concerns they must report these concerns immediately to the DSL in the usual way.

Since 31 October 2015 there has been a mandatory reporting duty placed on teachers along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out and teachers must personally report this to the police. They should also discuss any such case with the DSL who will involve social care as appropriate.

15: Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of the school's wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The Counter-Terrorism and Security Act 2015 places a duty (The Prevent duty) on schools to have due regard to the need to prevent people from being drawn into terrorism. Staff should be alert to the possibility of this happening and, if needed, should refer their concerns immediately to one of the DSLs in the usual way.

The DSL will provide training for staff and offer advice and support as needed. All staff should have a general understanding of the risks affecting children and young people. The school also uses filtering software to safeguard young people when they access the internet from the school's network.

Opportunities will be provided to educate and inform students about the dangers of radicalisation through PSHE, assemblies and/or RE days.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.   It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is by no means exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance The Prevent Duty can be accessed via this link. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns about Prevent (020 7340 7264).

16: **Children going missing from education**

A child going missing from education is a potential indicator of abuse or neglect. We work closely with the Education Welfare Officer to monitor attendance and will inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. Staff need to be vigilant, particularly if a student may be vulnerable to CSE (see above) and should be aware of the Surrey Safeguarding Board guidelines (section 5.18). A link to the page can be accessed via this link.

http://sscb.proceduresonline.com/chapters/p_ch_missing_educ.html

17: **Specific safeguarding issues**

Staff should be aware that young people may be vulnerable to the following issues:

Children missing from education, home or care

Child Sexual Exploitation (see above)

Bullying including cyberbullying

Domestic Violence

Drugs

Fabricated or induced illness

Faith abuse

Female Genital Mutilation (see above)

Forced marriage

Gangs and Youth Violence

Gender-based violence against women or girls

Mental Health

Private fostering

Radicalisation (see above)

Sexting

Teenage relationship abuse

Trafficking

18: **Sexting**

The practice of sharing images and videos via social media has become more commonplace. All incidents of this nature should be treated as a safeguarding concern and referred to the DSL. If a member of staff is made aware of an incident, he/she should confiscate the device and turn it off or set it to flight mode. Staff should not view, copy of print the youth produced sexual imagery.

19: **Peer on peer abuse**

Staff should be vigilant and alert to the possibility of inappropriate relationships and the potential for peer to peer abuse. Peer on peer abuse could take the form of Domestic Abuse, Child Sexual Exploitation, Harmful Sexual Behaviour, Serious Youth Violence or gender based issues such as girl/boys being sexually touched or assaulted.

Students are taught about positive relationships through Sex and Relationships education and are offered support if needed from student services staff, school counsellor, School Nurse or external agencies. Any concerns about inappropriate peer relationships should be passed to the DSL who will investigate and involve the police and children's social care if appropriate.

20: **Dealing with a disclosure from a student**

All staff should refer concerns to the DSL as soon as possible.

In all cases they should:

- Ensure that the situation is 'safe' – get medical attention as appropriate then report to the DSL
- Not promise confidentiality and explain that they will have to pass the information onto the DSL and anyone else who may need to be told
- Listen to the student, keeping calm and offering reassurance
- Observe bruises but should not ask a child to remove or adjust their clothing to observe them

- Allow the child to lead the discussion if a disclosure is made, but do not press for details by asking questions such as 'what did they do next?'
- Listen rather than investigate and use questions such as "is there anything else you'd like to tell me?"
- Accept what the pupil says without challenge — reassure them that they are doing the right thing and that you recognise how hard it is for them
- Not lay blame, judge or criticise either the child or the perpetrator
- Record all the information using the child's own words and note the time, context, who was present and what was said
- Sign and date the record, printing their name

Following a disclosure

The designated teacher will:

- Follow-up the referral
- Make additional records of discussions and any investigation that takes place
- Look in the files to see if there have been any previous indications, signs or allegations
- Decide whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral
- Seek advice from the Safeguarding Children Unit if appropriate
- Speak with the parents as appropriate
- Inform the Principal
- Contact and seek advice from the LADO (Local Authority Designated Officer) if appropriate
- Complete a referral to Children's Services if appropriate
- Ensure that all documentation is recorded and filed securely

It should be noted that if, at any point, there is a risk of serious harm to a child, a referral should be made to children's social care immediately. Anybody can make a referral.

21: **Procedures for Monitoring, Recording and Reporting**

School policy is that brief notes should be kept at the time of the incident or immediately afterwards. Information should then be written up or attached to a yellow Cause for Concern form. Records may be used in legal proceedings and must be kept accurate and secure. All records should be copied to the designated person and should include factual information rather than assumption or interpretation. The child's own language should be used to quote rather than a translation.

Records may be used at a later date to support a referral to an external agency.

All files are stored separately from the student's main school file. These will be held until their 25th birthday.

Information will be forwarded to a student's new setting/school under separate cover.

Useful phone numbers

Surrey Multi-Agency Safeguarding Hub (MASH)

Telephone: 0300 470 9100
Email: mash@surreycc.gov.uk

If staff have already been in touch with children's social care, they should contact the North East area:

Telephone 0300 123 1610

Email: nerefhub@surreycc.gov.uk

NSPCC Child Protection Helpline   Telephone: 0808 800 5000

22: **Dealing with allegations or concerns about members of staff**

In the event of an allegation of abuse being made against a teacher or other member of staff, Heathside School will adhere to the procedures outlined in the Surrey Safeguarding Board. These procedures can be found at www.proceduresonline.com/sscb.

This guidance also reflects the statutory guidance which is set out in Part 4 of 'Keeping children safe in education', DfE 2016.

All staff have a responsibility to report concerns if they believe a member of staff is harming, or displaying unacceptable behaviour towards a child. Information may also come to light about behaviour out of school which could indicate a breach of acceptable professional conduct. Children (or a parent, carer or other) who report to any member of staff an incident of abuse or harm by a member of staff or other concern must be listened to and taken seriously**. Staff must immediately inform the Principal.** They must not attempt to investigate the allegation, but provide a full written account of what was said. This account should be dated and signed, and any original notes kept. The LADO (Local Authority Designated Officer) should be informed. If a member of staff has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, there must be a referral to the Disclosure and Barring Service (DBS).

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

If the concern/allegation is against the Principal, staff should inform the DSL who will inform the Chair of Governors and contact the LADO. If the allegation is made by a child and is found to be malicious, they are likely to have breached the school's behaviour policy and sanctions may be issued.

In rare cases allegations will be so serious as to require immediate intervention by children's social care and/or police. Others may seem much less serious and on the face of it will not warrant consideration of a police investigation, or enquiries by children's social care. However it is important that they are examined objectively by someone independent of the school concerned. Consequently, the LADO should be informed of all allegations that come to the schools attention **on the same day**, so that the LADO can consult police and social care colleagues as appropriate and agree a course of action.

The Principal must not take any action or commence an investigation before consulting with the LADO. Any disciplinary action is reported to the Independent Safeguarding Authority

Where are there are safeguarding concerns regarding a member of staff's behaviour, please refer additionally to the school's **Whistleblowing Policy.** Further statutory guidance is also

available in the DfE document **'Dealing with Allegations of Abuse against teachers and other staff'** (October 2012) and the **Surrey Safeguarding Children Board guidance on dealing with allegations against Staff, Carers and Volunteers**. The following allegations should be used when determining the outcome of allegation investigations:

- Substantiated
- Malicious
- False
- Unsubstantiated

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

23: **Concerns about safeguarding practice**

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and be assured that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures should be in place for such concerns to be raised with the school's Senior Leadership team. Where a staff member feels unable to raise the issue with their employer or feels that their concerns are not being addressed, other whistle blowing channels may be open to them. Staff should refer to the school's Whistleblowing Policy for more information.

The NSPCC Whistleblowing Advice line is for anyone who has CP concerns in the workplace. The helpline provides support, and advice to those who feel unable to get a CP issue addressed by their employer. It can be contacted anonymously on **0800 028 0285.**

24: **Multi Agency Working**

Heathside School actively promotes effective multi-agency working and supports the principles within the DfE document 'Working together to safeguard children 2016'.

School staff regularly participate in meetings to support the welfare and protection of students. These might include:

- Early Help/Team around the Family meetings
- Child Protection Conferences, Strategy discussions and Core Group meetings
- Professionals' meetings in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement

At these meetings, representatives from the school should be ready to report back providing information about:

- Attendance and punctuality
- Academic achievement
- Child's behaviour and attitude
- Relationships with peer group and social skills generally
- Child's appearance and readiness for school
- Contact with parents/carers
- Any specific incidents that need reporting.

Prior to the meeting, class teachers and other adults working closely with the child will be asked for their comments. Following the meeting feedback will be given and staff brought up-to-date with any actions that are needed.

25: **Confidentiality**

Where children have a Child Protection Plan and leave one school for another, the designated teacher must inform the receiving school and the key worker. If the child leaves the school with no receiving school, details should be passed to the duty team.

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and always for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved listen sympathetically and non-judgmentally.

Staff should be careful in subsequent discussions and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Child Protection information is kept separately in a folder in the closed section of the office. Discretion should be used when talking about the personal and changing circumstances of children, e.g. when a child goes into care.

26: **Support in School**

All staff are responsible for the welfare and safeguarding of the children in their care. All students are made aware of the names of the school DSLs and this information will also be available in student planners and on the Safeguarding Notice Board. In addition to the care provided by teachers and support staff, students needing support may also be referred to the School Counsellor and/or Family Support Worker.

Within the curriculum there will also be opportunities to discuss issues which some children might find sensitive. Care should be taken particularly in relation to discussion about sex/gender/culture/families and race. Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials. During lessons, staff should be aware of the individual needs of the students in their class.

27: **Staff conduct**

All staff should demonstrate exemplary behaviour in order to protect themselves from allegations of misconduct. Staff should maintain their standards of behaviour therefore acting as a role model. Staff must follow the guidance in the Staff Code of Conduct.
Good practice means:
- Staff should always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets)
- Staff should not allow themselves to be left alone with a student. There may be rare occasions when a confidential interview or one-to-one meeting is necessary and in

such circumstances, the interview should be conducted in a room with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby.

- Staff should follow the school policy on Positive Touch and Restrictive Physical Intervention.

28: **Monitoring and Evaluation**

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governors' Learning and Progress Committee meeting records
- Linked governor meetings
- Review of procedures and policies
- Annual report to the Surrey Safeguarding Children Board ☐   Scrutiny of data e.g. behaviour, attendance etc.
- Surveys and questionnaires

29: **Complaints**

Where concerns arise please refer to the school's complaints procedure which is available on the school website.

30: **Useful documentation and websites**

Keeping Children Safe in Education: DfE 2016

Multi-Agency Practice Guidelines: Female Genital Mutilation – HM Government

Surrey Safeguarding Children Board (SSCB) Child Protection Manual

– www.surreycc.gov.uk

'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education settings' (September 2015)

Working Together to Safeguard Children – DfE 2015 Ofsted –

www.ofsted.gov.uk

NSPCC – www.nspcc.org.uk

Childline – www.childline.org.uk