

Safeguarding Policy

Document Control

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Introduction

The Arthur Terry Learning Partnership (ATLP) is totally committed to safeguarding and promoting the welfare of children. We recognise that this is the responsibility of everyone and we all, staff and visitors have an important role to play.

We fully understand the role we play in safeguarding the youngest and perhaps most vulnerable members of our community and how through good multi agency working we can help protect those too young to protect themselves.

We firmly believe that

- All children have the right to be protected from harm
- Children need to feel safe and to be safe in our school
- *We can contribute to the prevention of abuse including physical, sexual, emotional, neglect, bullying, extreme behaviours, discriminatory views and risk taking behaviour*
- Children need support that matches their individual needs, including those who may have experienced abuse

The ATLP schools will fulfil local and national responsibilities as laid out on the following documents:

- Working together to Safeguard Children (DfE 2015)
- *Keeping Children Safe in Education: statutory guidance for schools and colleagues (DfE 2015)*
- Safeguarding Children and Safer Recruitment in Education (DfES 2006)
- The Children Act 1989
- The Education Act 2002 s175
- Dealing with Allegations of Abuse (DfE 2012)
- *Teachers Standards 2012*

Overall aims:

This policy will contribute to the safeguarding of our students and promoting their welfare by:

- Clarifying standards of behaviour for staff and children
- Developing staff awareness of the causes of abuse and *alerting staff to signs and symptoms*
- Encouraging children and parental participation in practice
- Addressing concerns at the earliest possible stage and *thereby reducing potential risks to students*

This policy will contribute to the protection of children within our school by:

- Implementing child protection policy and procedures
- Working in partnership with children, parents and agencies
- Implementing safer recruitment practices
- Including appropriate work within the curriculum

This policy will contribute to supporting our children by:

- *Identifying and protecting the most vulnerable*
- Identifying individual need where possible
- Designing plans to meet needs

To further support and protect our children we will:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse at an *early stage in line with the Early Help Strategy*
- Respond quickly and effectively to cases of suspected abuse
- Monitor and support children at risk
- *Continue to use* the curriculum to raise children's awareness, build confidence and skills
- Work closely with parent/carers and support external agencies
- Ensure that all adults within our school who have access to children have been checked as to their suitability and are aware of our Children Protection Procedures via training.
- Encouraging self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

Key Messages

- Safeguarding and promoting the welfare of children is everyone's responsibility regardless of role or responsibility
- Child abuse happens everywhere – **Notice things! Develop your 'professional curiosity'**
- If you have concerns about a child share **the concern with the Designated Safeguarding Lead, or another trained member of staff, in person and at the earliest opportunity**
- Do not rely on emails, memo's or voicemail
- Always consider the worst case scenario
- We have a responsibility to report, record, monitor and support
- Know and follow the child protection procedures
- There will never be a convenient time but you must pass your concern on

Key principles

These are the key principles of child protection work, as stated by Warwickshire Safeguarding Children Board:

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that

- may suggest a child is at risk of harm at home, in the community or in school
- Pupils and staff involved in child protection issues will receive appropriate support

Key processes

All staff should be aware and have read section 1 of the guidance *Keeping Children Safe in Education 2015*, a copy of which is available in the staffroom. All staff should familiarise themselves with the context of these policies and seek further clarification if unsure.

The **ATLP** will:

- Ensure that all staff and visitors are familiar with, and have access to, this policy
- Ensure that this document forms part of the induction process for new staff and that staff are asked to take responsibility for familiarising themselves with this policy
- Ensure that all staff are alert to signs and indicators of abuse and receive annual training to support their understanding of what constitutes abuse
- Have a series of named DSP, who are appropriately trained. These can be found within the appendices.
- Ensure that all staff and visitors are alerted to the correct procedure to enable them to deal with a disclosure in line with the guidance which can be found in the appendices.
- Be involved with the processes of CAF, implementation of individual education plans, inter agency child protection plans, child in need plans and integrated support plans
- Follow the procedures for Safer Recruitment with all staff and volunteers

Along with the Headteacher, the Designated Safeguarding Lead, DSL, will be responsible for co-ordinating all child protection activity. This may include case monitoring and case review. Appropriate records must be kept and recorded in case files.

The **ATLP** will ensure that all data about children and their families is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family will take all reasonable steps to ensure that such information is only disclosed to those people who need to know in accordance with the **ATLP** Policy on Data protection

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or may be at risk of harm, their duty is to forward this information without delay to the designated person for child protection or a child protection liaison officer, in person.

For additional guidance refer to "Information Sharing: Guidance for Practitioners and managers" (Department for Children, Schools and Families Publications).

The nominated Governor (can be found in appendices) will liaise with the Head Teacher and the DSL to produce an annual report for governors.

The Trust Board will ensure that the ATLP schools:

- have procedures in place in accordance with the procedures of Warwickshire Safeguarding Children Board
- operate “safer recruitment” procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers.
- pay special attention to volunteers, including those under the age of 18, and ensures that they are safeguarded and also receive appropriate safeguarding training
- ensure that the DSL’s attend appropriate refresher training every two years
- ensure that the Head Teacher and all other staff who work with children undertake training annually
- ensure that temporary staff and volunteers are made aware of the schools arrangements for child protection and their responsibilities, and are appropriately trained
- remedy any deficiencies or weakness brought to its attention without delay
- has procedures for dealing with allegations of abuse against staff / volunteers

The Governing Body should review this policy annually.

A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher. See Appendix 1.

Our role in preventing abuse

ATLP pays full regard to Keeping Children Safe in Education (DfE 2015) and follow the procedures laid down for safer recruitment and selection of staff including undertaking appropriate checks through the Disclosure and Barring Service.

At least one member of staff on the interview panel/recruitment process for volunteers will have undertaken the CWDC/NSL Safer Recruitment Training.

We will promote opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing.

Relevant issues will be addressed through the curriculum with a focus on British values. As such our Safeguarding Policy cannot be separated from the general ethos of the partnership which should ensure all students are treated fairly, feel safe and have a voice and are listened to.

ATLP are aware, following the Government published Prevent Strategy 2010 of the specific need to safeguard children, young people and families from violent extremism.

Definition of radicalisation and extremism, plus indicators of vulnerability in radicalisation can be found in the appendix. In response to this threat the DSL will be the single point of contact who will co-ordinate any response.

ATLP is also aware of the need to safeguard students who are vulnerable to child sexual exploitation, forced marriage, female genital mutilation and trafficking.

Responding to concerns about a child

If you are concerned about a child, you must

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child, tell him/her you are pleased he/she is speaking to you
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- Tell him/her that you believe them. Children very rarely lie about abuse, but she/he may have tried to tell others and not been heard or believed
- Tell the child that it is not his/her fault
- Encourage the child to talk but do not ask 'leading questions' or press for information
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you. Communicate that she/he has a right to be safe and protected
- Do not tell the child that what he/she experienced is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offence.
- Be aware that the child may retract that he/she has told you. It is essential to record all you have heard

- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. Complete a Form C (Green Form) found in the staff room and give this to a designated safeguarding person.
- Never take photographs of marks or ask a child to remove any clothing. Staff should always be aware of their own vulnerability and take steps to minimise risk.

NB. It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself.

Clear indications or disclosure of abuse must be reported to Children's Social Care without delay, by the Head Teacher / DSL.

You must report concerns to the right person and in person.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child / young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Head Teacher.

Responding to concerns about a child

1. Where a **school** within the ATLP has concerns about a child, the locally appointed DSL will decide what steps should be taken and should advise the Head Teacher.
2. Child Protection Information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
3. Each school will ensure Child Protection records will be stored securely in a central place separate from other records. Files will be kept for at least the period which the child is attending the school, and beyond that, in line with current data legislation.
4. Access to these records by staff other than by the local DSL will be restricted, and a written record will be kept of who has had access to them and when.
5. Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
6. **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
7. If a child moves from a school within the **ATLP**, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature. **Transferring schools will forward child protection records to their new destination in their entirety. Schools are permitted**

to keep a copy of the chronology sheets for their own records. Contact between the two schools may be necessary. We will record where and to whom the records have been passed and the date.

8. If sending by post, children's records will be sent by 'Special / Recorded Delivery'. For audit purposes a note of all children's records transferred or received should be kept in either a paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and / or received

Responding to allegations about a member of staff

1. All child protection allegations relating to staff must be reported directly to the Head Teacher (and not the DSL) without informing the subject of the concern/allegation.
2. The full evidence will be made available to the member of staff subject of the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by the Police, Social Care Services, or by any disciplinary process.
3. In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt. Advice should always be taken from the Human Resources team in this respect.
4. Any complaint or concern of a child protection nature received by any person and relating to the Headteacher must be passed on immediately to the Chair of Governors. Staff may also report their concerns directly to the Police or Children's Social Care if they believe direct reporting is necessary to secure action.
5. All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. **All staff must adhere to the schools guidance in respect to safe conduct as well as guidance given on professional standards and conduct.**

This includes references to:

- Risk Assessment
 - Out of hours contact with children
 - Use of letters, mobile phones, texts, emails and social networking sites
 - **Acceptable use of IT Policy/E-safety**
 - Behaviour policy
 - Visibility in any individual contact with children
 - Ensuring parental and managerial consent where individual work with children is required
 - Areas of practice requiring joint work/paired work.
 - Any other specific guidance provided by school or national bodies
6. Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Staff should be aware of 'Whistle Blowing' procedures.

Procedures

1. The **ATLP** adheres to the **Warwickshire Safeguarding Children Board (WSCB) procedures**. Copies of these are kept by Head Teachers and must be the subject of training and be available to all staff and governors.
2. The Head Teacher will identify a Designated Safeguarding Lead (DSL) for Child Protection co-ordination in the school. The Head will identify clearly who will deputise in the absence of the DSL and ensure that any such deputy is appropriately trained.
3. The DSL will ensure the following reporting and recording procedures are maintained:

Any Form C (Green Sheets) are catalogued in a central file

All Form Cs are completed with name of child, name of staff, signature and date of submitting the report, name, signature and date of designated person receiving the report and actions taken

Annual report to governors and governor link meetings happen once a term

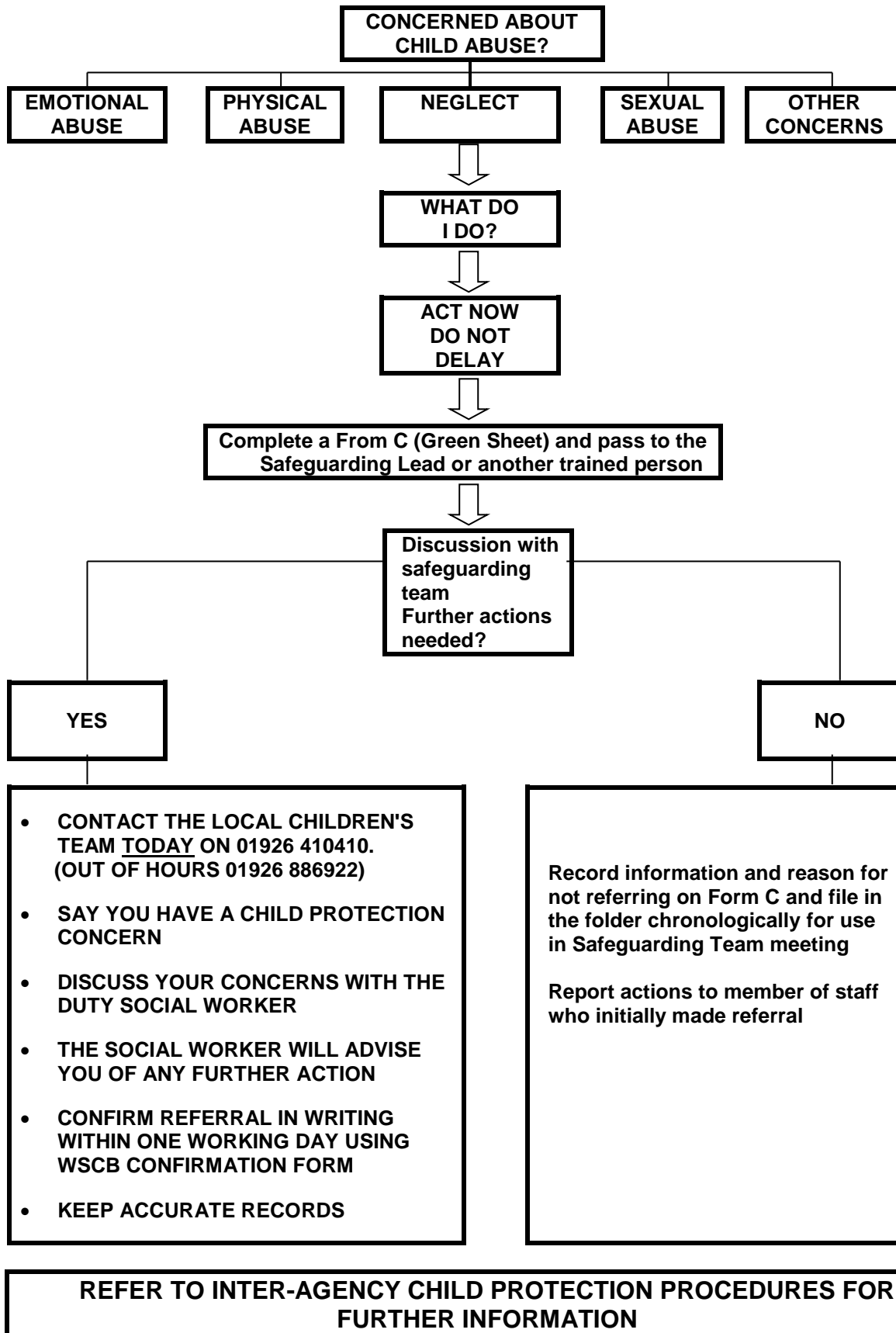
4. The Trust board will receive annually a report on developments in child protection policy and procedures, training undertaken by the DSL, other staff and the Governing Body, the number of cases referred (without details) and the place of child protection in the curriculum.

Parents and Carers

This policy will be made freely available to parents via the **ATLP** and schools websites. Hard copies are available upon request.

THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD WARWICKSHIRE LOCAL SAFEGUARDING CHILDREN BOARD



APPENDICES

Contacts and names for Key people

Safeguarding Team

Designated Safeguarding Lead

Catherine Larkin Assistant Headteacher

larkin.c@thecoleshillschool.org

Eileen Bishop, Head of House

bishop.e@thecoleshillschool.org

Mark Bishop, Behaviour Co-ordinator

bishop.m@thecoleshillschool.org

Mandy O’Neil, Head of House

oneil.m@thecoleshillschool.org

The nominated Child Protection Governor

Robin Smith

Headteacher

Ian Smith-Childs

smith-childs.i@thecoleshillschool.org

Chair of Governors

Dewi Jones 07900 092242

Education Safeguarding Manager

Adrian Over

079 6622 4286

adrianover@warwickshire.gov.uk

Taking Care Manager

Ann Seal

01926 742523

annseal@warwickshire.gov.uk

Sexualised Inappropriate BehavioursService

Jane Boardman - Consultant Practitioner Manager

Chris Jennings - Specialist Social Worker

01926 334111

Children Missing Education Service

Carol Hattee

01926 742036

carolhattee@warwickshire.gov.uk.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. 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.
5. 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.
6. 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.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. 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.

**PREVENTING VIOLENT EXTREMISM -
ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for The Coleshill School is Catherine Larkin who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of The Coleshill School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's PSHE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Children Missing from Education

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions.

We follow the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps* have been taken by the school to establish their whereabouts without success, the school should make an immediate referral to Warwickshire County Council's Children Missing Education (CME) Service.

The Children Missing Education Service can be contacted on 01926 742036 or by email to carolhattee@warwickshire.gov.uk.

*Reasonable steps include:

- Telephone calls to all known contacts
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the pupil/family
- All contacts and outcomes to be recorded on the pupil's file

Upon receipt of a referral from the school, the CME Service will then continue to attempt to track the child, for at least a further 10 school days, using access to additional contacts/services, e.g. Housing. If this also fails to establish the pupil's whereabouts, the school will be informed by email and may then, but not before, remove the pupil from roll and place the child's name on the School to School database, entering XXXXXXXX in the box for destination. This will place the pupil on the list of Children Missing from Education.

Deletions from roll agreed with the CME Service will normally be backdated to the first day of absence.

If the CME Service is able to contact the pupil and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the pupil has registered at another school, the school will delete the child's name from our roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

Pupils leaving the school for known destinations outside the maintained sector in England and Wales will be updated to the School to School database using MMMMMMMM in the destination box. This includes private/independent schools, schools in other countries (including Scotland and Northern Ireland) and pupils moving into Home Education. The latter will be formally notified to the ESWS Home Education Officer by the school as soon as written confirmation is received from the parent(s).

If no confirmation is received the above Missing Children procedures will apply.