

MAYFIELD

A Specialist Humanities and Arts School
'being the best that we can be'

SAFEGUARDING CHILDREN POLICY

1.0 Introduction

1.1 This policy has been developed in support of the Governing Body's Safeguarding Children Policy Statement. It is written in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following:

- Working Together to Safeguard Children 2006
- Framework for Assessment of Children in Need & their Families 2000
- What To Do If You Are Worried A Child Is Being Abused 2006 ⁱ
- Safeguarding Children and Safer Recruitment in Educationⁱⁱ 2007
- Redbridge Local Safeguarding Children's Board (LSCB)

1.2 The school recognises that all staffⁱⁱⁱ have a full and active part to play in protecting its students from harm and that the student's welfare is of paramount concern.

2.0 Aims

The aims of the school's policy are to:

- support each student's development in ways that will foster security, confidence and independence.
- provide an environment in which students feel safe, secure, valued, respected, confident and know how to approach adults if they are in difficulties.
- raise the awareness of both teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse or neglect.
- provide a systematic means of monitoring students known or thought to be at risk of harm.
- emphasise the need for good levels of communication between all members of staff in relation to safeguarding students.
- develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse or neglect.
- develop and promote effective working relationships with all other agencies involved in safeguarding children.
- ensure that all adults within the school, including other community users, who have access to students have been checked as to their suitability.

3.0 Procedures

- 3.1 The school has designated two Deputy Headteachers as the ‘Designated Teachers’ for Child Protection’, one for Key Stage 3 and the other for Key Stages 4 and 5. Both have undertaken single agency ‘Nominated Safeguarding Children Advisers’ and ‘Working Together’ training delivered through the Redbridge LSCB and who will undertake other training as recommended by the local authority’s Children’s Services every two years. Their names will be clearly shown in the school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse and/or neglect.
- 3.2 They will act as deputies for each other in the event of one being absent.
- 3.3 Each member of staff will be provided with opportunities to receive training in order to develop their understanding of the signs and indicators of abuse or neglect every three years.
- 3.4 Each member of staff and volunteers (if any) know how to respond to a student who discloses abuse or neglect and the procedures to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.
- 3.5 Parents/carers are made aware of the school’s responsibilities in regard to safeguarding children procedures through publication of this policy and reference to it in the Prospectus and Home School Agreement.
- 3.6 The school’s Lettings Policy aims to ensure the suitability of adults working with children on school sites at any time.
- 3.7 Community users organising activities for children will be made aware of, and understand the need for, compliance with the school’s safeguarding children guidelines and procedures.
- 3.8 The school’s selection and recruitment policy includes all checks on staff suitability including Criminal Records Bureau disclosures, as recommended by the DCSF and in accordance with current legislation.
- 3.9 All adults, (including supply teachers and volunteers) new to the school will be made aware of the school’s policy and procedures, the name and contact details of the Designated Teacher for Child Protection’ and the booklet “What to do if You’re Worried a Child is Being Abused” and have them explained as part of their induction into the school.
- 3.10 The name of any member of staff considered not suitable to work with children will be notified to the DCSF, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations^{iv}
- 3.11 The procedures will be annually reviewed and up-dated as appropriate.

4.0 Responsibilities

- 4.1 The responsibility to safeguard students requires that staff appropriately share any concerns that they may have about children.
- 4.2 The Nominated Safeguarding Children Advisers are responsible for:
 - Referring a student if there are concerns about her/his welfare, possible abuse or neglect, to Social Services. A written referral using the Multi- Agency Referral Form will be faxed to Social Services as soon as possible within the school day.
 - Ensuring that detailed and accurate written records of concerns about a student are kept, even if there is no need to make an immediate referral.

- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- Ensuring that an indication of further record-keeping is marked on the student records.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- Ensuring that any absence of two days, without satisfactory explanation, of a student currently on the child protection register is referred to their Education Welfare Officer and/or Social Worker.
- Ensuring that all school staff are aware of the school's Safeguarding Children policy and procedures and know how to recognise and refer any concerns.
- Providing, in consultation with the Headteacher, an annual report for the Governing Body detailing any changes to the policy and procedures; training undertaken by the Nominated Safeguarding Adviser and by all staff and Governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to social services and on the child protection register (anonymised).
- Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by the Redbridge LSCB or the Safeguarding Training Officer.

5.0 Supporting Students

- 5.1 The school recognises that a student who is abused or neglected, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame her/himself and find it difficult to develop and maintain a sense of self worth.
- 5.2 The school recognises that it may provide the only stability in the lives of students who have been abused or neglected or who are at risk of harm.
- 5.3 The school notes that research shows that the behaviour of a student in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 5.4 The school will support all pupils by:
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
 - Promoting a caring, safe and positive environment within the school.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of students.
 - Notifying Social Services as soon as there is a significant concern.
 - Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of such students is regularly reviewed and updated.

- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher at the student's new school as a matter of urgency. A photocopy of these records will be kept in a confidential file.

6.0 Confidentiality

- 6.1 All matters relating to safeguarding children & child protection are confidential.
- 6.2 The Headteacher or Nominated Safeguarding Children Advisers will disclose personal information about a student to other members of staff on a 'need to know' basis only.
- 6.3 All staff have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.4 All staff are aware that they cannot promise a student to keep secrets which might compromise her/his safety or well-being or that of another.
- 6.5 The school will always undertake to share its intention to refer a student to social services with their parents /carers unless doing so could put the student at greater risk of harm, or impede a criminal investigation. If in doubt, social services will be consulted on this point.

7.0 Supporting Staff

- 7.1 The school recognises that its staff who have become involved with a student who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.
- 7.2 Such staff will be supported by providing an opportunity to talk through their anxieties with the Nominated Safeguarding Adviser and to seek further support provided, for example, by the Headteacher, Occupational Health and/or a teacher/trade union representative as appropriate.
- 7.3 The document "Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings" provides advice on the boundaries of appropriate behaviour and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust and/or allegations of physical or sexual abuse.
- 7.4 The school recognises that designated staff should have access to support (as in 6.2 above) and appropriate workshops, courses or meetings as organised by children's services or the local safeguarding children's board.

8.0 Allegations against staff

- 8.1 All school staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with an individual student or parents to be conducted in view of other adults. (See also 6.3 above).
- 8.2 The school's behaviour/discipline policy can be found in the clerk to the Governing Body's office.
- 8.3 In the event that a student makes an allegation against a member of staff, the person receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 8.4 The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer.

- 8.5 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chairman of the Governing Body who will consult the Local Authority Designated Officer *without* notifying the Headteacher first.
- 8.6 The school will follow the Local Authority's procedures for managing allegations against staff as outlined in Chapter 5 "Safeguarding Children and Safer Recruitment in Education 2007". This should be read in conjunction with the LSCB agreed Redbridge process flowchart which follows that contained within the London Procedures.
- 8.7 The school's Lettings agreements for other users requires that the organiser will manage the suspension of adults, where necessary, from school premises.

9.0 Whistleblowing

- 9.1 The school recognises that students cannot be expected to raise concerns in an environment where staff fail to do so.
- 9.2 All staff have a duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' governor (the Chairman) or the Local Authority Designated Officer for Child Protection.

10.0 Positive Handling

- 10.1 The school's policy on positive handling by staff is set out separately, as part of the Behaviour Policy. It complies with DCSF guidance on positive handling strategies and use of force as outlined by the 'Education and Inspections Act 2006'. This guidance states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering her/himself or others, and that at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate.
- 10.2 Such events should be recorded and signed by a witness.
- 10.3 Staff who are likely to need to use specialist positive handling techniques should be appropriately trained. Individual training in the form of the Team-Teach approach is supplied to Redbridge schools upon request by Children's Services Authority and focuses on de-escalation, diversion and diffusion strategies. Positive handling techniques can be devised to meet the individual needs of students with challenging behaviour.
- 10.4 It should be understood that positive handling of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

11.0 Anti-Bullying

- 11.1 The school's policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Redbridge Children's Services Authority has its own anti-bullying framework policy that is monitored by Redbridge Anti-Bullying Steering Group

12.0 Racist Incidents

- 12.1 The school's policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. All racially motivated incidents are reported to the Redbridge Ethnic Minorities Achievement Team.

13.0 Prevention

- 13.1 It is recognised that the school plays a significant part in the prevention of harm to its students by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.

The school community will therefore:

- establish and maintain an ethos, which is understood by all staff, which enables students to feel secure and encourages them to talk knowing that they will be listened to.
- ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- provide across the curriculum, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help.

14.0 Health & Safety

- 14.1 The school's Health & Safety policy, set out in a separate document, reflects the consideration given to the protection of students both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

ⁱ [What To Do If You Are Worried A Child is being Abused www.doh.gov.uk/safeguardingchildren/index.htm](http://www.doh.gov.uk/safeguardingchildren/index.htm)

ⁱⁱ [Safeguarding Children and Safer Recruitment in Education \(1st January 2007\)](#)

ⁱⁱⁱ "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

^{iv} The 'Barring Regulations' are the Procedures for Barring or Restricting People Working with Children in Education' DfES July 2003 (Revised September 2005) To be replaced by The Safeguarding Vulnerable Groups Act 2006 by (2008).