

## **Safeguarding Policy 2016/17**

**Porter Croft fully recognises its responsibility for child protection and Safeguarding. Our policy applies to all staff, governors and volunteers working in school. It links to the agreed Local Authority policies on Safeguarding children.**

This Safeguarding policy draws upon the most recent guidance for Safeguarding in educational settings including;

- The Children Act 1989 and 2004
- The children and Families Act, 2014
- DfE's statutory guidance; 'Working Together in Sheffield Schools' (September 2015), 'Allegations of abuse against staff in all education settings' (September 2012) and 'Keeping Children Safe in Education' (March 2015).
- The Counter-Terrorism and Security Act (PREVENT) 2015

\*All policies and documents relating to safeguarding have been produced in accordance with the most recent guidance from the Sheffield Safeguarding Board (SSCB)

### **Policy aims**

- To establish a safe environment in which children can learn and develop.
- To identify the particular attention that should be paid to those children who fall into a category that might be deemed 'vulnerable'
- To set out expectations in terms in respect of training for staff.
- To have regard to the guidelines for safe recruitment in checking the suitability of staff and volunteers to work with children
- To identify how complaints against staff should be handled
- To raise awareness of the importance of child protection issues and equip children with the skills needed to keep them safe.
- To develop and implement procedures for identifying and reporting cases or suspected cases of abuse
- To set out expectations regarding record keeping and data storage.
- To identify the names of responsible persons in the school and explain the purpose of their role.
- To support pupils who have been abused in accordance with the agreed child protection plan.

This policy should be read in conjunction with other Academy policies relevant to the safety and welfare of children (e.g. Behaviour, Attendance, Anti-bullying, E-safety).

### **Role of staff**

Porter Croft recognises that, due to the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

The staff will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in school whom they can approach if they are worried about themselves or others. This will be developed throughout school in the classrooms.
- Include opportunities in the Personal Social Health Education curriculum and SEAL (Social Emotional Aspects of Learning) for children to develop the skills they need to recognise and stay safe from abuse.

### **Safeguarding procedures and training**

Porter Croft will follow the procedures set out by the Local Safeguarding Children Board ([www.safeguardingsheffieldchildren.org.uk](http://www.safeguardingsheffieldchildren.org.uk)) and take account of guidance issued by the Local Authority to:

- Ensure we have a designated senior person responsible for Safeguarding- the 'Designated Safeguarding Lead,' (DSL) who has received appropriate training and support for this role. The designated person is currently Mrs. Cath Thomas- Deputy Headteacher. The Deputy Designated Safeguarding Lead is Mrs. Ellie Long – Learning Mentor. Both are members of the Leadership Team.
- Ensure we have a nominated governor responsible for child protection. At present this person is Mrs. Karen Crib, Chair of Governors.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of all forms of abuse, and for referring any concerns, to the Designated Safeguarding Lead/Deputy.
- Ensure all staff and volunteers receive a full safeguarding induction from a member of the safeguarding team.
- Ensure all staff receives appropriate Safeguarding training at least every three years and a record of attendance is kept in school. (Sheffield Safeguarding Board Training Log).
- Notify social services if there is an unexplained absence of a pupil on the child protection register – Link with Attendance and Inclusion policy (first day of absence contact).
- Develop effective links with relevant agencies (e.g. Social Care, School Nursing) and co-operate as required with their enquiries regarding safeguarding matters including attendance at core group meetings and case conferences.
- Follow procedures where an allegation is made against a member of staff or

volunteer in line with guidance from Sheffield Safeguarding Children Board. ('Allegations of abuse against staff in all education settings' September 2012.)

- Ensure that staff and volunteers show due regard for the privacy of children and will not make suggestive remarks or innuendo, or use physical contact that may make the child feel uncomfortable.
- Ensure that staff and volunteers are aware of the emotional well-being of children and will not use insults, severe or constant criticism, sarcasm or ridicule. They will also avoid shaming or embarrassing pupils and will never use racist or any other discriminatory behaviour and language.
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### **Record keeping and data storage**

Porter Croft will follow the procedures set out by the Local Safeguarding Children Board in relation to record keeping, confidentiality, transfer of information and data storage ([www.safeguardingsheffieldchildren.org.uk](http://www.safeguardingsheffieldchildren.org.uk)) in order to;

- Keep written records of concerns about children, even where there is no need to refer the matter immediately. These records will be kept separately and securely from the child's education record.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations. In school this means that such records are kept in a locked filing cabinet in the Deputy Headteacher's office.

### **Support for vulnerable children and families**

Porter Croft recognises that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum. Some examples of this are small group and whole class SEAL work, and celebrating achievements in and out of school.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. This is promoted throughout school.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to blame for any abuse that has occurred.
- Liaison with other agencies supporting the pupil such as Social Care, Child and Adolescent Mental Health Service, Educational Psychology. As detailed in the DfE document 'Working Together in Sheffield Schools' (September 2015).
- Ensuring that, where a pupil who is the subject of a child protection plan leaves the school, their information is transferred to the new school immediately and that the child's Social Worker is informed. Child protection information will be transferred securely and separately from the child's education file.

## Provision of a safe environment

### **Recruitment**

The Academy will keep up to date the Single Central Record in line with the Department for Education guidance 'Keeping children safe in education' 2014, To ensure that identity checks have been carried out, that DBS checks have been completed as appropriate and the date recorded.

### **Anti-bullying**

In creating a safe environment for children and young people the Academy has a well circulated anti-bullying policy, the impact of which is regularly reviewed and evaluated. The policy will make specific reference to the measures taken when instances of racist bullying, sexual bullying and cyber-bullying occur.

Processes for children and young people to report concerns or make complaints about others are understood by both children and staff. The means by which this should be done are well advertised and understood by all. In the Academy this is achieved by information for parents and children, the school council and class activities such as circle time.

### **Positive handling**

The use of physical intervention with children and young people will only happen as a last resort and in order to prevent damage to the child or young person themselves, to other young people or to an adult. Additionally if the young person is disrupting the learning of others this may also be a reason to intervene. **In all cases the intervention must be reasonable and proportionate to the level of perceived risk.** Only qualified teachers and staff who have received appropriate training should be approved to intervene. In emergency situations any staff member present should act in the best interests of the child or children. Any use of physical intervention should be reported to the Headteacher without delay and recorded. (See 'Use of reasonable force' Sheffield Safeguarding Children Board September 2012)

### **E-Safety**

All education settings should be safe environments for children and young people to learn. The Academy recognises that in today's world the online environment is embedded in everyday life.

Porter Croft has a well circulated E-Safety policy, the impact of which is regularly reviewed and evaluated.

The purpose of internet use in educational settings is to raise educational standards, promote achievement, support the professional work of staff & enhance the settings' management information and administration systems.

Safeguarding children and young people online can involve a range of potential issues such as cyberbullying, radicalisation, extremist behaviour, child sexual exploitation and sexting.

This highlights the need to educate children, young people, their mothers, fathers, carers and staff about the benefits and risks of using this environment and provide safeguards & awareness for users to safely control their online experiences.

Porter Croft has an E-Safety policy that reflects the our whole-school approach and operates in conjunction with other Academy policies including those for:

- Student and staff behaviour
- Bullying
- Curriculum
- Data protection
- Information sharing and security

### **Female Genital Mutilation**

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

FGM is illegal in the UK and **mandatory** reporting to the Police will commence in October 2015.

FGM is classified as a form of child abuse for girls under 18 years old, with long-lasting harmful consequences.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development.

They may feel unable to go against the wishes of their parents and consequently may suffer emotionally as well as physically.

#### **Indicators:**

Staff may become aware of a student because:

- She appears anxious, depressed and withdrawn
- Her educational performance, aspirations or motivation may decline
- She absents herself from lessons, possibly spending prolonged periods in the bathroom
- Her friends report their concerns

Girls may be most at risk during the summer holiday, so staff may wish to pay particular attention in the summer term, and when girls return to school or college in the autumn.

#### **Porter Croft aims to create an 'open' and supportive environment by:**

- Raising mandatory reporting duty & awareness of FGM among all staff, e.g. training, briefing sessions, guidance, etc.
- Ensuring that the safeguarding team is fully aware of the issues around FGM
- Introducing FGM into the school curriculum within relevant classes, such as PSHE, Sex and Relationship Education (SRE), Science and Citizenship.

#### **Staff should:**

- Talk about FGM professionally & sensitively
- Explain that FGM is illegal in the UK and that they will be protected by the law
- If you are concerned that a student is at immediate risk of, or has undergone FGM, you **must** inform your Designated Safeguarding Lead or Deputy (DSL/D) **immediately**

#### **The DSL/D must:**

- Make an **immediate** referral into Children's Social Care for further investigation alongside the Police and health services

- Talk to the student about why they have made a referral (particularly if against their wishes)

**Staff should not:**

- Examine a student (unless part of their normal personal care, e.g. nappy-changing, disability care etc.)
- Treat such concerns as a 'domestic' issue
- Ignore what the student has told them or dismiss the need for immediate protection
- Decide that it is not their responsibility to follow up the allegation
- Discuss their concerns with the student's family or community, in advance of any enquiries by the police, adult or children's social care

Agencies will always work with parents & wider family on a voluntary basis to prevent the abuse, including community leaders & organisations.

In all situations the girl should be offered counselling and medical help, and assess other related females who may be at risk.

**Preventing radicalisation**

The Counter Terrorism and Security Act 2015 places a duty on Local Authorities and children's service providers to have due regard for the need to prevent young people from being drawn into terrorism (PREVENT).

Schools can build pupil's resistance to radicalisation by providing a safe environment for debating controversial issues, and helping them to understand how they can influence and participate in decision-making.

**The 'Prevent' duty:**

From 1 July 2015 all schools, FE & HE Institutions must have "due regard" to the need to prevent people from being drawn into terrorism & extremism.

This means placing an appropriate amount of weight on this need when considering other factors that are relevant to carrying out your usual functions.

Extremism is defined as:

- Far right views, animal rights activism, & various forms of religious fundamentalism
- Opposition to fundamental values, e.g. democracy, the rule of law, individual liberty, respect & tolerance of different faiths & beliefs.

Protecting students from these risks is similar to protecting them from harm and abuse.

However the Prevent programme **must not** involve any covert activity against people or communities, but specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalisation is given appropriate support.

**Factors that make a student vulnerable include:**

- Pressure from peers, other people or the internet
- Crime against them or their involvement in crime
- Anti-social behaviour and bullying
- Family tensions
- Race or hate crime
- Lack of self-esteem or identity
- Personal or political grievances

**Porter Croft aims to ensure that:**

- Staff are alert to changes in behaviour which could indicate that a student needs help or protection
- Staff discuss & challenge ideas through the curriculum, student debates, outside speakers, etc.
- Staff understand & use the policies & procedures of the Sheffield Safeguarding Children Board (SSCB) to protect & assess students at risk
- Designated Safeguarding Leads & Deputies:
  - undertake mandatory 'Workshop for Raising Awareness of Prevent' (WRAP) training
  - provide briefings, awareness, advice and support to staff & volunteers
- Students are safe from terrorist & extremist material when accessing the internet
- Staff give a proportionate response to this risk

Staff work with all services, e.g. Youth Justice, Social Care, & Community Youth Teams, to ensure the welfare of learners, staff and visitors.

#### **If concerned a student is at risk, staff will:**

- Inform the DSL/D immediately
- The DSL/D can assess the needs of the student & their family with their consent through a Family Common Assessment (FCAF), and
- The FCAF can be used to request support through the Multi-Agency Support Teams (MAST) e.g. **Channel** programme (voluntary)
- If the concern is serious and/or immediate, the DSL/D will refer this straight away via the:
  - Safeguarding Children Advisory Service (contact details below), or
  - Jo Batty & Brendan Pakenham, SY Police 'Prevent' team, via 101 or local Police contact
- If necessary, a 'Strategy Meeting' will be held between agencies such as Social Care and the Police to discuss the concerns & involve other services as required

#### **Parents/Carers**

- This policy will be sent to parents annually and is also on the School website. The policy will be made available to parents on request.
- Information and regular workshops for parents are provided in relation to Safeguarding children issues including E-safety.

#### **Monitoring and Evaluation will consist of:**

- Link governor monitoring at halfway point in review cycle.
- Reports at full governors meeting and committees.
- Reports from staff and Headteacher.
- Records relating to policy area kept in school.

#### **Review Cycle**

This policy will be reviewed annually, or in accordance with new guidance. Last review date January 2016

