



Safeguarding Policy
2019/20

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Gary Cotter – Education Manager	
Date of next review	January 2020

Many looked after young people come from a background of abuse, neglect and trauma. They have been badly let down by adults and their safety compromised. Care Focus endeavours to ensure that children are not exposed to further exploitation while in their care, and are protected from all types of abuse and neglect. With the implementation of robust policies and procedures, staff training and high levels of supervision, children's safety and welfare is fully promoted within the school.

We will ensure that all staff read the DfE guidance "[Keeping children safe in education 2018](#)" and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities

Care Focus is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Policy Aims

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Outline the role of the governing body
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable"
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
- Outline how complaints against staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored.

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy

- Health and Safety Policy
- Online Safety Policy
- Whistleblowing Policy
- Code of Conduct

Responsibilities and Immediate Action

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in this School (including visiting staff) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team.

The Designated Safeguarding Lead for Education is: Gary Cotter

Home Managers and Directors are also Designated Safeguarding Leads.

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety) and provides advice and support to other staff on child welfare and child protection matters, takes part in strategy discussions and inter-agency meetings, and/or supports other staff to do so, and contributes to the assessment of children. The DSL is the first point of contact for external agencies. When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the board of governors.

Although all staff should be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments, the DSL are more likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. If in exceptional circumstances, the DSL is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

The role of the governing body

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times. Governors are expected to receive appropriate training on safeguarding at induction, which is updated regularly, at least every two years. In addition, they should receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually so that they can demonstrate knowledge of their responsibilities relating to the protection of children, young people and vulnerable adults.

The Governing Body will ensure that the school contributes to inter-agency working in line with statutory guidance "[Working Together to Safeguard Children 2018](#)" and that the school's safeguarding arrangements take into account the procedures and practice of the local authority.

The Governing Body has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the head teacher.

The Governing Body has nominated Lin Carey as a lead to take leadership responsibility for the school's safeguarding arrangements.

Concerns about and allegations of abuse made against the head teacher will be referred to the chair of governors who will liaise with the LA's designated officer (LADO) and partner agencies, and will attend any strategy meetings called in respect of such an allegation against the head teacher.

As a good practice, the head teacher will provide termly report to the Governing Body outlining details of any safeguarding issues that have arisen during the term and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as a good practice, the nominated governor will meet on a regular basis with the DSL to monitor the school's safeguarding arrangements and both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

Types of child abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a

child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSL's will be considering the context within which such incidents and/or behaviours occur. This is known as [Contextual Safeguarding](#), which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual-activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

(Department of Education-February 2017)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally able to consent to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is

incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted. This will determine how and when information will be shared with parents and the investigating agencies.

'Sexting'

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sexting' covers the incidents where

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

When such an incident involving youth produced sexual imagery comes to a member of staff's attention, this will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) ['Sexting in schools and colleges'](#).

Cyberbullying

Cyberbullying, also called 'online bullying', is where digital technology is used to threaten, intimidate, upset, scare, or humiliate another. With the increase in use of the internet and smart phones, cyberbullying is becoming more common especially among teenagers as a 'faceless' way to bully.

Like all forms of bullying, cyberbullying can cause great psychological, emotional and physical distress.

Targeted work will include exploring the effects of cyberbullying, different types, what to do if being targeted, and measures to take to reduce these risks.

Technology is increasingly becoming an integral part of modern living, so it is vital young people learn how to use it in a safe way so that they can be safe in the virtual world too.

Country Lines

County Lines are operating from the London Boroughs into more rural areas outside of London. Young people are being 'recruited' by gangs / serious organised crime networks and used to facilitate the establishment of drug markets in the more rural locations as a result of the saturation of the markets in suburban areas.

Staff are reminded to stay vigilant to these risks and report any concerns they have regarding a pupils engagement to the DSL.

- (Running the Risks, Catch 22 The Dawes Unit, July 2015)
- <http://www.bbc.co.uk/news/uk-33889406>
- <http://www.bbc.co.uk/programmes/b09911tc> (16th October 2017)

Peer on peer abuse

Children are capable of abusing their peers, and staff remain vigilant to this possibility. This can take different forms, such as physical abuse (such as hitting, kicking, shaking, biting, hair pulling; particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation) sexual violence and sexual harassment; sexting, sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts). Although it may be more likely that girls will be victims and boys perpetrators, staff will keep an open mind, as all peer on peer abuse is unacceptable and will be taken seriously. We do not tolerate such behaviour or pass them off as "banter", "just having a laugh" or "part of growing up".

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a safeguarding context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school's behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. Any possible peer on peer abuse case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing,

and this may affect their educational attainment. Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims (and alleged perpetrators). We take these incidents seriously and ensure that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police. Further information is available in '*Part 5: Child on child sexual violence and sexual harassment*' of DfE guidance "[Keeping children safe in education](#)".

‘Honour-Based’ violence (HBV)

HBV includes incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. If members of staff have a concern about or knowledge of a child that might be at risk of HBV or who has suffered from HBV, they will share it immediately with the DSL with a view to referring to appropriate agencies.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured, cut or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be an essential path for a girl to become a woman, and to be marriageable. The practice is not required by any religion.

FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is widely carried out mainly among specific ethnic populations in Africa and parts of the Middle East and Asia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

We note a duty that was introduced on 31 October 2015 that requires teachers, which includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions to report ‘known’ cases of FGM in girls aged under 18 to the police. The duty applies to any teacher who is employed or engaged to carry out ‘teaching work’, whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or

children's homes in England. The duty does not apply in relation to suspected cases – it is limited to 'known' cases' (i.e. those which are visually identified or disclosed to a professional by the victim).

["Mandatory Reporting of Female Genital Mutilation – procedural information"](#).

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Suffolk MASH. The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

Referrals

Where there is a safeguarding concern, we take into account the child's wishes and feelings when determining what action to take and what services to provide. We have systems in place for children to express their views and give feedback. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. Ultimately, all our systems and processes operate with the best interests of the child at heart.

Referrals to services regarding concerns about a child or family typically fall into three categories:

- Early Help Services;
- Child in need - Section 17 (Children Act 1989) referrals;
- Child protection - Section 47 (Children Act 1989) referrals.

When we make a referral, the local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let us, as the referrer know the outcome. We will follow up if this information is not forthcoming.

If, after a referral, the child's situation does not appear to be improving, we will consider following local escalation procedures to ensure that the concerns have been addressed and, most importantly, that the child's situation improves.

The [Early Help Referral Form](#) will be used to request additional early help for a family when the needs of a child are beyond the level of support that can be provided by universal services.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested.**

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

Making a referral

A referral form should be completed and emailed to LADO detailing the information discussed within 24 hours. There is no form for Essex, so all referrals are made by phone.

LADO will consider the information and decide whether the matter can be managed as an internal investigation or whether they need to be directly involved and escalate it to a higher level. (Section 47)

If LADO becomes directly involved, the Manager may have to attend a strategy meeting, along with the Social Worker of the young person and the Police.

An incident report should be written, and all relevant parties informed including Social Worker and Parents- if appropriate.

If appropriate the Registered Manager should explore with the placing authority that they review their care plan of the child reflecting the current issues/behaviour, and they too will update the Care Focus care plan. The Manager will also discuss any measures that need to be taken to protect children following an allegation.

Ofsted should be informed via a Reg 40 notification, regardless of whether LADO have suggested that it is to be handled internally or not. This should be completed online as it enables an update to be sent at a later date, and within 24 hours.

Should LADO advise that an internal investigation take place, where possible it is best practice that it is done by the head teacher or a senior manager. Once the investigation has taken place, a report should be written outlining findings and conclusions.

The head teacher or manager should contact LADO again with the outcome of the internal investigation, and then send a follow up notification to Ofsted.

The head teacher or manager should update the DBS service via an online form of any concerns or information relating to staff' possible suitability of working with young people.

It is vital that there is a clear paper trail including all accounts of meetings, statements, interviews, investigation conclusions, risk assessments,

phone call logs, and details of advice and guidance given; all kept in a file and locked away.

All records must be kept on Staff files until their retirement or 10 years; whichever is longer

Vulnerable pupils

Particular vigilance will be exercised in respect of pupils who are subject to Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA's Schools Safeguarding Coordinator) and LADO.

Given the traumatic backgrounds that our children have come from, most are deemed vulnerable, but acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability/presentation without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

The School also acknowledges the additional need for support and protection of children who are vulnerable to the effects of substance abuse, CSE and trauma, mid-year admissions, pupils who have been excluded from school, and pupils where English is an additional language.

Training

All staff members will receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e -bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All newly recruited staff (teaching and non-teaching) and Governors will be apprised of this policy and will be required to attend relevant Safeguarding training. In addition, all new staff and temporary staff will be required to attend an induction session with the Designated Safeguarding Lead on their first day in the school.

The Designated Safeguarding Lead) will attend recognised designated safeguarding training, then refresher training at least every two years. The Governors are part of the Suffolk Safeguarding Panel, and attend regular meetings. The designated safeguarding lead will also undertake Prevent awareness training and will be able to understand the unique risks associated with online safety. In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. Designated staff will be encouraged to attend appropriate network meetings and to participate in the

[multi-agency training programme](#) organised by the Safeguarding Children Board (SSCB).

Recruitment

Care Focus is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedures that help deter, reject and/or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Service (DBS) checks], barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part three of the DfE guidance "[Keeping children safe in education](#)". We will also have regard to DfE's statutory guidance for schools about the employment of staff disqualified from childcare "[Disqualification under the Childcare Act 2006](#)", which also contains information about 'disqualification by association'.

Relevant members of staff and governors who are involved in recruitment will undertake safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

This School endeavours to not use employment agencies/supply teachers where possible, but in the unlikely event will demonstrate that they positively vet their staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms safeguard procedures within the School.

Staff code of conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. The Teachers' Standards 2012 state that all teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head teacher and parents. Any physical restraint used will comply with DfE guidance "[Use of reasonable force in schools](#)". All staff are trained in the physical intervention technique of Team Teach.

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will have these details recorded in their Health and Care Plans.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head Teacher and Governing Body. Staff will only use the approved school email, school learning platform or other school approved communication systems with pupils or parents/carers and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Head Teacher or one of the Designated Safeguarding Leads if the Head Teacher is not available and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Head Teacher.

Contractors

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's code of conduct for staff.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. Under no circumstances we will allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity. We will determine the appropriate level of supervision depending on the circumstances.

Complaints/Allegations made against staff

Care Focus takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. All such complaints will be brought

immediately to the attention of the Head Teacher or one of the Designated Safeguarding Leads if the Head Teacher is not available, and nothing should be said to the colleague involved. In cases where the Head Teacher is the subject of the allegation or concern, they will be reported to the Chair of Governors, in order that they may activate the appropriate procedures. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

The Local Authority's Designated Officer(s) (LADO) should be informed of all allegations that come to a school's attention and appear to meet the criteria. Contact can also be made with LA's Schools Safeguarding Coordinator who will liaise with the LADO. Many cases may well either not meet the criteria or threshold set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.

Some rare allegations will be so serious they will require immediate intervention by children's social care services and/or police. In such cases, referral to the LADO will lead to a Strategy Meeting or Discussion being held in accordance with the DfE guidance. This process will agree upon the appropriate course of action and the time-scale for investigations.

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part Four of the DfE guidance "[Keeping children safe in education](#)".

Confidentiality

Every effort should be made to maintain confidentiality while the allegation is being considered and investigated. This will help ensure that the process is not biased in any way. Information sharing is done in line with best practice principles. How much information can be shared with those involved should be initially discussed with LADO.

Records

Accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as safeguard records. The school

will take into account the views and wishes of the child who is the subject of the concern but staff will be alerted to the dangers of colluding with dangerous “secrets”.

Child protection records are not open to pupils or parents. All records are kept securely by the Designated Safeguarding Lead and separately from educational records. They may only be accessed by the Designated Safeguarding Leads, and the senior managers of the school.

The content of a Child Protection Conference or Review reports prepared by the school will follow the headings recommended by Children’s Services and will, wherever possible, be shared with the parents/carer in advance of the meeting.

Child Protection records will be sent to receiving schools separately from the main pupil file and under a confidential cover when pupils leave the school, ensuring secure transit and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

When we receive child protection records from other schools, we will ensure all staff are made aware.

If a pupil is withdrawn from the school having not reached the normal date of transfer; due to a placement move or any other reason, all efforts will be made to identify the new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to the child’s new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Family Early Help Service either through the Family EHS Duty Officer or through a Family EHS team manager in order that they might make further enquiries. If this school receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA’s Children’s Services Department. **A child’s name will only be removed from the School’s Admissions Register in accordance with the [Pupil Registration Regulations](#) or with the authorisation of a Team Manager in the Family Early Help Service.**

We will inform the Local Authority when we are about to add or delete a pupil’s name from the school admission register for any reason in line with Southwark’s [Children Missing Education \(CME\) Protocol](#).

Safety in the school

No internal doors to classrooms will be locked whilst pupils are present in these areas.

Entry to school premises will be controlled by doors that are secured physically or by constant staff supervision. Authorised visitors to the school will be logged into and out of the premises.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stops these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to LA's Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and those that hold PR, and then only in designated areas. Recording and/or photographing other than for private use would require the consent of the other parents and placing authorities whose children may be captured on film. Without this consent the Data Protection legislation would be breached.

Curriculum

Care Focus acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly
- to judge what kinds of physical contact are acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help
- to use assertiveness techniques to resist unhelpful pressure
- emotional literacy.

All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our Online Safety Policy.

Monitoring and evaluation

The governing body will monitor the safeguarding arrangements in the school to ensure that these arrangements are having a positive impact on the safety and welfare of children. This will be evaluated on the basis of evidence of:

- the extent to which a positive culture and ethos is created where safeguarding is an important part of everyday life in the school, backed up by training at every level
- the content, application and effectiveness of safeguarding policies and procedures, and safer recruitment and vetting processes
- the quality of safeguarding practice, including evidence that staff are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting
- the timeliness of response to any safeguarding concerns that are raised
- the quality of work to support multi-agency plans around the child.

The area of safety

Staff should be aware at all times of how they present themselves in the company of young people. They should refrain from offering 'too much of themselves' to the relationship. No personal details should ever be discussed with the young people, or indeed in the home; as staff cannot be sure who is listening.

Staff are never to take young people to their homes, or other personal social gatherings, and must not tell them where they live. Staff are not to maintain contact with young people outside of work via any social networking sites, post, email or phone, or any other means. (on occasions the Head Teacher or Senior Manager may permit phone contact, but permission must be sought first.)

Staff should not discuss the young people including the location of the home/school with others outside of Care Focus (excluding particular professionals) either verbally or by any other means such as social networking.

It is important that staff remain vigilant around young people, and remember that at no point should they fully trust them, these young people are survivors, and as such do what they believe is necessary for themselves.

Staff must ensure they keep themselves and young people safe, and remain professional parents at all times.

Should there be any concerns about staff practice in relating to safeguard issues LADO will be informed, and staff may be subject to disciplinary proceedings.

Please also see related policies:

- Anti-Bullying
- Staff Rules / Disciplinary
- Recruitment
- Whistleblowing
- This Policy is updated at least annually by Senior Management.
- All staff must read part one of 'Keeping Children Safe in Education' (and sign to indicate they have read this, and understand it.)
- All staff must read and sign this Safeguarding policy.

_____ **Chair of Governors** _____

Date

_____ **Head Teacher** _____

Date

_____ **Designated Safeguarding Lead**
_____ **Date**

If you would like to see the school's Staff Code of Conduct please make an application through either Head Teacher or Governors.

SAFEGUARDING CONTACTS:

Social Care Customer First

08088004005

Email: customer.first@socserv.suffolkcc.gov.uk
Mon- Fri 8am -6.45pm

LADO's for SUFFOLK:

Dian Campbell 07701295010
Rennie Everett 07717302255
Central Number- 03001232044
LADOCentral@suffolk.gov.uk

LADO's for ESSEX:

Jacqueline Wilkes, Carols Fuller and Mechelle Dekock 03330139797
Mechelle.dekock@essex.gov.uk

Childline

0800 11 11

Ofsted

0300 123 1231

enquires@ofsted.gov.uk

NSPCC

0808 800 5000

Jason Thrower – Independent Visitor

07920 819400

Jean Lloyd- Care Director

07786715786

Lin Carey- Operations Director

07817657008

Jane Burch- Operations Manager

07584015362

Vickie Healey- Operations Manager

07730600249