



1.0 Terms of Reference

- 1.1 This policy has been written for all staff at Northern House School (City of Wolverhampton); pupils, parents, carers and governors. All staff should have a working knowledge of this policy.
- 1.2 Copies of this Policy may be obtained from;
 - 1.2.1 Available electronically on the School Website
 - 1.2.2 Reference copy in the main School Office
 - 1.2.3 Shared Area – Electronically
- 1.3 This Policy links with the following policies;
 - 1.3.1 Positive Handling Policy
 - 1.3.2 Promoting Positive Behaviour Policy
 - 1.3.3 E Safety Policy
 - 1.3.4 Anti-Bullying Policy
 - 1.3.5 Whistleblowing
 - 1.3.6 Recruitment and Vetting Policy
 - 1.3.7 Staff Code of Conduct
 - 1.3.8 Staff Induction Policy
 - 1.3.9 Drugs Policy
 - 1.3.10 Complaints, Concerns and Suggestions Policy
- 1.4 Edition, review, frequency;
 - 1.4.1 Edition 1 released in January 2016
 - 1.4.2 The Objectives will be reviewed annually
- 1.5 Relevant Statutory guidance, circulars, legislation and other sources of information are;
 - 1.5.1 Children Act 1989 & 2004
 - 1.5.2 The Education Act 2002 (Section 175 for Maintained Schools, Section 157 for Independent Schools, Academies and Free Schools)
 - 1.5.3 The Education (Pupil Information) (England) Regulations 2005
 - 1.5.4 Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011)
 - 1.5.5 Working Together to Safeguard Children (DFE, 2015)
 - 1.5.6 Keeping Children Safe in Education (DFE May 2016 for implementation September 2016)
- 1.6 The Designated Lead member of staff is Tina Whitehouse, Deputy Headteacher (01902 551564)
And the Deputy Designated Lead is Kim Williams, Home School Liaison and Attendance Officer (01902 551564)
 - 1.6.1 The Governing Body Lead of Safeguarding is:
 - 1.6.1.1 Amanda Baugh (01902 558149)
 - 1.6.2 The designated officer is Paul Cooper, Local Authority Designated Officer (01902 550661/ 01902 550477)
- 1.7 This policy has been written for all staff, parents, carers, students and governors at Northern House School (City of Wolverhampton)
- 1.8 The Rationale and purpose of this policy



1.8.1 The purpose of this policy is to safeguard the welfare of our students, and ensure there are clear processes and procedures to follow in the safeguarding and promotion of the welfare of our students

1.9 The policy is broken down into the following sections:

1.9.1 Introduction

1.9.2 Roles and Responsibilities

1.9.3 Procedures and Processes

1.9.4 Training

1.9.5 Safeguarding Children and Young People

1.9.6 Appendices 1-7



2.0 Introduction.

2.1 Background

Safeguarding and promoting the welfare of children is defined as:

Protecting children 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 have the best outcomes.

'Children' includes everyone under the age of 18.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children 2015. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Each school should have a designated safeguard lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

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

All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

All staff members should be aware of systems within our school which support safeguarding and these are explained to them as part of staff induction. This includes: the school's Child Protection Policy; Code of Conduct; and the designated safeguarding lead. (Keeping Children Safe in Education, DfE May 2016).



The Children Act 2005 places a statutory responsibility as follows:

All people working in education and schools contribute to the safeguarding and promoting of children's welfare. All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum.

All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.

The Department for Education updated the statutory guidance on safeguarding in May 2016. The full guidance on 'Keeping Children Safe in Education' can be found here: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The eight page summary for staff can be found here: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

2.2 Ethos

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

Northern House School (City of Wolverhampton) recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

Our school is a community and all those directly connected (staff, trustees, parents/carers, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments that will contribute to this process.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Northern House School (City of Wolverhampton) will endeavor to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern;
- Ensuring the content of the curriculum includes social and emotional aspects of learning;
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to;



- Providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties;
- Promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right;
- Ensuring all steps are taken to maintain site security and student's physical safety;
- Working with parents and carers to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication;
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals;
- Developing effective and supportive liaison with other agencies.



3.0 Roles and Responsibilities.

3.1 Responsibilities

Every member of our school community who comes into contact with children and their families has a role to play in safeguarding children.

Our school forms part of the wider safeguarding system for children.

All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All staff then have a responsibility to take appropriate action working alongside other services as needed.

3.2 Role of the designated safeguarding lead

The Designated Safeguarding Leads (DSL) have overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

This includes:

- Acting as a consultant for staff to discuss concerns;
- Maintaining a confidential recording system;
- Co-ordinating safeguarding action for individual children;
- Liaising with other agencies and professionals;
- Ensuring that locally established procedures are followed and making referrals as necessary;
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences);
- Managing and monitoring the school's part in Early Help/Child in Need/ Child Protection plans;
- Organising training for all school staff;
- Managing referrals to the Designated Officer, Disclosure and Barring Service and Police;
- Encouraging a culture of listening and taking account of children's wishes.

Governing bodies and proprietors should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals:

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The Designated Officer(s) for child protection concerns (all cases which concern a staff member);
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the Headteacher to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;



- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding when deciding whether to make a referral by liaising with relevant agencies.

Training:

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
 - Be alert to the specific needs of children in need, those with special educational needs and young carers;
 - Be able to keep detailed, accurate, secure written records of concerns and referrals;
 - Obtain access to resources and attend any relevant or refresher training courses;
 - Encourage a culture of listening to children and taking account of their wishes and feelings, along all staff, in any measures the school may put in place to protect them.
 - Whole staff training is carried out annually.
 - Staff are regularly updated with any developments in Safeguarding through the Staff Safeguarding Notice Board and/or Staff Briefing.

Raising Awareness:

- The designated safeguarding lead should ensure the school's policies are known and used appropriately:
 - Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
 - Ensure the child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
 - Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
 - Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
 - Ensure ALL staff are clear on the role of the Designated Safeguarding Lead.

The welfare and safety of children is the responsibility of all staff in school and any concern for a pupil's welfare must be reported to the Designated Safeguarding Leads (DSL).



In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

3.3 The responsibility of the Governing Body

The Governing body should ensure there is an effective child protection policy in place together with a staff code of conduct. Both should be provided to all staff – including temporary staff and volunteers – on induction.

Governing bodies should appoint a member of staff of the school's leadership team to the role of designated safeguarding lead. This person should have the appropriate authority

and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Governing bodies should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE) and through sex and relationship education (SRE).

Governing bodies and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.

Governing bodies should ensure that staff members do not agree confidentiality and always act in the interests of the child.

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their school is effective and complies with the law at all times.

Northern House School (City of Wolverhampton) has a nominated Governor for safeguarding named at the beginning of this document. The nominated Governor will take the lead role in ensuring that we have an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

3.4 Role of the Headteacher

The Headteacher, supported by the Designated Safeguarding Lead and Deputy Designated Lead, must ensure that this policy and associated procedures are followed by all staff.

They must ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent/carer, other relative (to be specified), friend of the family, or other (to be specified).



3.5 The role and responsibilities of all staff and volunteers

The welfare and safety of children is the responsibility of all staff in school and any concern for a pupil's welfare must be reported to the Designated Safeguarding Leads (DSL).

All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 1).

All staff and volunteers must ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures, as set out in this policy and accompanying appendices.

All Staff and volunteers must ensure they read Keeping Children Safe in Education Part 1 and Appendix 3.

All Staff and volunteers must ensure they understand the relevance of the Early Help Assessment and their role in contributing to the plans.



4.0 Procedures and Processes.

4.1 Child Protection Procedures

In all but the most exceptional circumstances, parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage.

In the event of a referral to the Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered.

If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team or the local Specialist Children's Services Team who will be able to discuss the concern and advise on appropriate action to be taken. Contact details are included in this policy.

4.2 Dealing with concerns and disclosures

Staff and volunteers should be concerned about safeguarding the welfare of children and young people:

- A child may disclose something that has upset or harmed them;
- Someone else might report something that a child has told them, or that they believe that a child had been or is being harmed;
- A child might show signs of physical injury for which there appears to be no explanation;
- A child's behaviour may suggest he or she is allegedly being abused;
- The behaviour or attitude of one of the workers towards a child may cause concern;
- A child demonstrates worrying behaviour towards other children.

Consulting with your Designated Lead Person for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Lead Person for child protection who, following consultation with the Headteacher, will contact the appropriate agency as and when required. If you are unhappy about the response you receive from your Designated Lead Person for child protection contact the Local Authority Children's Services.

The school will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;
- Place a vulnerable adult at risk of harm;
- Compromise any enquiries that need to be undertaken by children's social care or the police.

The school will endeavour to ensure that parents and carers have an understanding of the responsibilities placed on the school and staff for safeguarding children.

4.3 Procedures for when someone is concerned about a child or young person



Under no circumstances should staff or volunteers leave school without discussing any concerns with someone.

Only a minority of children actively disclose abuse. Most child abuse is disclosed accidentally or through observation by an adult of a child's behaviour, words and physical appearance. When a child does disclose abuse, this needs to be taken very seriously. It is important that any disclosure is dealt with appropriately, both for the wellbeing of the child and also to ensure that your actions do not jeopardise any legal action against the abuser.

This means:

- All concerns for children and young people should be recorded on standard GREEN 'Cause for Concern' forms available in school;
- All concerns should be recorded as soon as possible (and within one hour);
- All concerns should be referred to the designated safeguarding lead;
- All concerns of significant harm should be referred to the Local Authority Children's Services without delay by the DSL;
- All concerns shared with the DSL should be considered for Wolverhampton's Safeguarding Children's Board Multi-Agency thresholds (child protection, Early Help Assessment offer);
- All concerns of allegations in relation to staff and volunteers' harmful behaviour should be referred to the Headteacher;
- If the concern is in relation to the Headteacher, the Chair of Governors should be informed without delay.

4.4 Making a referral

Referrals will usually be made by the DSL. However all staff and volunteers should be aware of the information needed when making a referral. As much information as possible is required, such as:

- Child's full name;
- Date of birth;
- Address;
- School;
- GP;
- Languages spoken;
- Any disabilities the child may have;
- Details of the parents/carers, other siblings;
- Chronology of previous concerns.

Do not be concerned if you do not have all these details, you should still make the call. A verbal refusal should be followed up in writing, within 24 hours using a Multi-agency Referral form to the Multi Agency Support Hub.

4.5 Safe working practice

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others, causing severe damage to property and/or prejudicing good order. Such events should be recorded and signed by a witness. Staff should be aware of the school's Positive Behaviour Management and Restrictive Practice Intervention Policies, and any physical



interventions must be in line with agreed policy and procedure in which appropriate training (PRICE) should be provided.

Staff should be particularly aware of professional risks associated with the use of

electronic communication (email; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People, the school's e-Safety Policy and Acceptable Use Policy: Safer Practice with Technology – Guidance for Adults who Work with Children and Young People.

4.6 Record keeping

The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead at the receiving school. The school will retain a receipt for the records signed by the receiving school.

The information contained will be regarded as confidential. Any request for access to the information by Safeguarding Children Board Agencies (e.g. solicitor, investigating agent) will be referred to the Headteacher/Child Protection Designated Senior Person who is advised to seek legal advice before acting.

Staff must record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated. Incident/concern forms are kept in reception, staff room and Deputy Headteacher's office.

Safeguarding records are kept separate from all other record relating to the child in school. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Headteacher. Safeguarding records need to be kept until the child's 25th birthday. When information is passed on securely a receipt must be obtained from the receiving school.

4.7 Complaints

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations Against Staff.

4.8 Confidentiality and information sharing

All matters relating to child protection are confidential. The DSL will disclose any information about a pupil to other members of staff on a need to know basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.



All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety and wellbeing.

Further advice on dealing with disclosures can be found in the document 'Child Protection – Dealing with Disclosures in School' (Appendix 2). DfE Guidance on Information Sharing (published March 2015) provides further detail.

4.9 Allegations Against Member of Staff and Volunteers

Any allegation that a member of staff or volunteer has behaved in a way that might cause/have caused harm to children is taken seriously. Such allegations should be referred immediately to the Headteacher who will first contact the Local Authority Designated Officer (DO) to agree further action to be taken in respect of the child and staff member. Where it is a concern about the Headteacher it needs to be referred to the Chair of the Governing body who must contact HR.

4.10 Safer Recruitment

Northern House School (City of Wolverhampton) is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governors and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governors will ensure that the Headteacher, other senior staff responsible for recruitment and one member of the Governors complete accredited Safer Recruitment Training in line with government requirements. There will be at least one member of every appointments panel that will have gained accreditation through Safer Recruitment training.

Working Together to Safeguard Children (DfE, 2015) states "If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason."

4.11 Working with other agencies

Northern House School (City of Wolverhampton) recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the interventions and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise a crucial part of this may be in supporting the child while these take place.

Northern House School (City of Wolverhampton) recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the child/family.



(The EHA is a simple way to **help** identify needs of children and families and make a plan to meet those needs. It is a shared tool which can be used by all agencies in Wolverhampton who are delivering **early help**. Its purpose is to provide a coordinated response so no-one misses out on the support they may need)

The school Leadership Team and DSL will work to establish strong and cooperative relationships with relevant professionals in other agencies.

4.12 Security

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-

school community ethos and welcome comments from pupils/students, parents/carers and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on the school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent/carer or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as serious concern and may result in a decision to refuse access for that individual to the school site.

4.13 Contact details for Education Safeguarding Team

- Email: wscb@wolverhampton.gov.uk
- Safeguarding Service: 01902 550477
- Designated Officer (DO): 011902 550477
- Central Referral Hub: 01902 555392
- Out of Hours: 01902 552999
- NSPCC: 0808 800 5000
- ChildLine: 0800 1111
- Police (in case of emergency): 999
- Police (non-emergency): 101

4.14 Contact details for Whistleblowing Helpline – 0800 028 0285

4.15 Headteacher for Looked After Children in Wolverhampton is Darren Martindale, Contact: 01902 551039 who links with LAC Lead for the school below.

4.16 Designated Lead for Looked After Children at Northern House School (City of Wolverhampton) is Tina Whitehouse, Deputy Headteacher – 01902 551564



5.0 Safeguarding and Training.

5.1 Introduction and Training

Staff training is not only crucial in protecting children and young people but also makes them aware of how they can protect themselves against allegations. The WSCB and City of Wolverhampton Council offer training in Safeguarding Children and Young People, Child Protection, Safer Recruitment and other topics relating to safeguarding children. Further information about these courses can be accessed via the WSCB website.

5.2 All Staff

All school-based staff will undertake an appropriate level of safeguarding training; Keeping Children Safe in Education. This will include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. All new staff access the NSPCC basic awareness in child protection course. Training in reference to E-Safety, Child Sexual Exploitation (CSE), Radicalisation, Female Genital Mutilation (FGM) and Honour Based Violence is also provided in the schools training programme. Training is organised in line with government guidance that currently requires this to be updated every year. However, the school also runs updates on safeguarding for all staff.

All staff, who work with children, will undertake safeguarding and child protection training at Level 1 (this should be carried out by the Designated Safeguarding Lead in School) to equip them to carry out their responsibilities for child protection effectively. This must be kept up to date by refresher training at yearly intervals, and temporary staff and volunteers who work with children must be made aware of the school's arrangements for child protection and their responsibilities.

5.3 Designated Safeguarding Lead

The school leadership team will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

The DSL will ensure that new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines.

The lead DSL will provide a termly report to the governing body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

In addition to basic child protection training the Designated Safeguarding Lead must attend the LSCB's Level 2 Working Together to Safeguard Children training, and then undertake refresher training at Level 2 (this should be provided by Education) or LSCB Level 3 at least every two years (statutory requirement).

The Deputy Designated Safeguarding Lead must meet the training requirements in section above.

Any newly appointed Designated Safeguarding Lead must attend the LSCB's Level 2 Working Together to Safeguard Children training before taking the lead responsibility for safeguarding.



5.4 The Headteacher

The Headteacher will undertake training on child protection at Level 2 and will undertake a refresher every 2 years.

5.5 The Governing Body

The Chair of Governors and the designated Governor for Safeguarding and Child Protection will undertake the LSCB Governor safeguarding training.

The nominated Governors should receive safeguarding training from a strategic perspective minimally on a yearly basis, to be disseminated to the rest of the Governing Body.

5.6 All new members of staff

All new members of staff will receive child protection training as indicated in above as part of their induction programme. Briefings and updates on child protection and safeguarding procedures (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.

5.7 Recruitment

At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitable trained staff or governors in post.

5.8 Supervision and support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL. All newly qualified teachers and classroom assistants have a mentor or coordinator with which they can discuss concerns including the area of child protection. The DSL can put staff and parents/carers in touch with outside agencies for professional support if they so wish. Staff can approach Support Line directly.



6.0 Safeguarding Children and Young people.

6.1 Recognition and categories of abuse

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Staff need to remember that child welfare concerns may arise in many different contexts, and can vary greatly in terms of this nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event.

Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children and children with Special Educational Needs may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents/carers who are under influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family.

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent;
- Improbably excuses given to explain injuries;
- Refusal to discuss injuries;
- Untreated injuries;
- Admission of punishment which seems excessive;
- Bald patches;
- Withdrawal from physical contact;
- Arms and legs covered, even in hot weather;
- Fear of returning home;
- Fear of medical help;
- Self-destructive tendencies;
- Aggression towards others;
- Running away.



Indicators of Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags;
- Admission of punishment that appears excessive;
- Over-reaction to mistakes;
- Continual self-deprecation;
- Sudden speech disorders;
- Fear of new situations;
- Inappropriate emotional responses to painful situations;
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking;
- Self-mutilation;
- Fear of parents/carers being contacted;
- Extremes of passivity or aggression;
- Drug/solvent abuse;
- Running away;
- Compulsive stealing or scavenging.

Indicators of Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance;
- Displays of affection in a sexual way, inappropriate to age;
- Tendency to cling or need reassurance;
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys;
- Complaints of genital itching or pain, or anal pain;
- Distrust of familiar adult, or anxiety about being left with a relative, babysitter or lodger;
- Unexplained gifts or money;
- Depression and withdrawal;
- Apparent secrecy;
- Bedwetting, daytime wetting and/or soiling;
- Sleep disturbances, nightmares;
- Chronic illness, e.g. throat infection, venereal disease or other STD's;
- Anorexia, bulimia;
- Unexplained pregnancy;
- Fear of undressing e.g. for sport;
- Phobias or panic attacks.

Indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Constant hunger;
- Poor personal hygiene;
- Constant tiredness;
- Poor state of clothing;
- Emaciation;
- Frequent lateness or non-attendance at school;



- Untreated medical problems;
- Destructive tendencies;
- Low self-esteem;
- Neurotic behaviour;
- No social relationships;
- Running away;
- Compulsive stealing or scavenging.

6.2 Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex and sexual bullying, which includes cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

More information is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf

6.3 Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject

More information is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

TEACHERS MUST PERSONALLY REPORT TO THE POLICE IF A DISCLOSURE OF FGM HAS BEEN CARRIED OUT IN ADDITION TO LIAISING WITH THE DESIGNATED SAFEGUARDING LEAD.



6.4 Honour Based Violence

There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

Signs of Honour Based Violence

- Broken communication between victim and friends
- Absence from education
- Criticism of the victim for 'western' adoption of dress/make-up
- Restrictions in leaving the house or being accompanied outside the home
- Depressive or suicidal tendencies in an otherwise happy person

More information is available here:

http://www.cps.gov.uk/legal/h_to_k/honour_based_violence_and_forced_marriage/

6.5 Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's service 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").

Schools should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:

- 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;
- Communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest in other ways.

More information is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf



6.6 Promoting Children and Young People's well-being

The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' (DfE, 2015). This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Early Help Assessment.

Child Protection procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm.

6.7 Peer on Peer Abuse

At Northern House School (City of Wolverhampton) we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the schools Positive Behaviour Management Policy.

Occasionally, allegations may be made against students by others in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or more vulnerable pupil.
- Is of a serious nature, possibly including a criminal offence,
- Raises risk factors for other pupils in the school.
- Indicates that other pupils may have been affected by this student.
- Indicates that young people outside the school may be affected by this student.

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation



Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may themselves be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students:

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back to school following a period of custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

Procedure:

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the Multi Agency Support Hub to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, the Police will be contacted at the earliest opportunity.
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow up evaluation with everyone concerned.



6.8 E-Safety

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of the school. Northern House School (City of Wolverhampton) will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents/carers and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's E-Safety policy.

6.9 Curriculum and Staying Safe

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Northern House School (City of Wolverhampton) will use curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional

understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children to talk to a range of staff. Children at Northern House School (City of Wolverhampton) will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day to day classroom interaction and support include:

- School council;
- Peer-monitoring (in development);
- Key working systems;
- Tutor systems;
- Regular feedback questionnaires with groups of children;
- Anti-bullying work;
- Restore reform and respect service;
- Sexual health and relationships nurse;
- E-safety sessions
- Counselling.

6.10 Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to prevent the risks of their going missing in future.



Northern House School (City of Wolverhampton) have in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and for the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Northern House School (City of Wolverhampton) has an admission register and an attendance register, and all pupils must be placed on both registers.

The local authority must be informed of any pupil who is going to be deleted from the admissions register where they:

- Have been taken out of school by their parents/carers and are being educated outside of the school system, e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither the child nor parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and their proprietor does not reasonable believe they will be returning to the school at the end of that period; or
- Have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Persons with particular responsibility: Headteacher

Other participants and stakeholders: Governing Body

Monitoring and evaluation: SLT/Governing Body

Reviewed by:

Agreed by Governing Body:

Shared with all staff:



7.0 Appendices.

Appendix 1 – Staff Procedure

All staff have a statutory duty under the Education Act 2002 to pass on any child protection concerns about a child. In relation to safeguarding queries you should follow the following procedure:

Receive Reassure React Record Refer Reflect

Receive

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

Reassure

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

React

- If you need to clarify information ask open-ended questions e.g. “Is there anything you’d like to tell me?”, “Can you explain to me....”, “Can you describe to me...”
- Never ask leading or suggestive questions e.g. “Did he/she do anything that they shouldn’t have done?”
- Never ask ‘accusing’ questions e.g. “Why didn’t you tell someone earlier?”
- Never criticise the alleged perpetrator, it may be someone that they will continue to live with.
- Never ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share this information.

These four factors may compromise enquiries that need to be made later by the children’s social care or police.

Record

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of disclosure.
- Sign any written records and identify your position in the school setting.

Do not ask a child to write an account or sign any documentation as this may compromise enquiries that need to be made later by children’s social care or police.



Refer

- Immediately inform the Designated Senior Person for child protection Tina Whitehouse, or in their absence the Deputy Designated Senior Person for child protection, Kim Williams, who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority.

Reflect

- Ask yourself if you have done everything you can within your role. Refer any remaining concerns to the designated teacher, e.g. any knowledge of siblings in the school, or previous contact with parents/carers. Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality.



Appendix 2 – Managing Allegations

Allegations involving a member of staff/volunteer

Northern House School (City of Wolverhampton) is committed to having effective recruitment and human resources procedures, including checking all staff and volunteers to make sure they are safe to work with children and young people. Key staff involved in recruitment processes will undertake Safer Recruitment Training offered by the WSCB.

Employer's Action (including disciplinary action)

However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances. All allegations of abuse of children by those who work with children or care for them must be taken seriously. In these circumstances all allegations against other members of staff or volunteers should be referred to the Headteacher. In their absence you should seek to speak with a member of staff from the Senior Leadership Team. If your concern is about the Headteacher you need to speak to the Chair of Governors. Information sharing should not be a barrier but in the unlikely event that you cannot access the people above please discuss your concerns with Paul Cooper, the Local Authority Designated Officer (01902 550661). The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way which indicates that he/she is unsuitable to work with children.

The allegations may relate to the persons behaviour at work, at home or in another setting.

All allegations should be notified to the Designated Officer (DO) within one working day.

A senior member of the Human Resources section for the agency must also be consulted. The DO will discuss the matter with the Headteacher to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to the Children's Social Care Services is required and/or whether disciplinary action is appropriate. Most allegations will require immediate referral to the Children's Social Care Services and the Police, but common sense and judgement must be applied in reaching a decision about what action to take.

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer from significant harm, the LADO will immediately refer the matter to the Children's Social Care Services and ask for a Strategy Discussion/Meeting to be convened straight away.

Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by the Children' Social Care Services. However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the organisation. Consequently the DO should be informed of all allegations that come to the employer's attention and appear to come within the scope of this procedure so that he or she can consult the police and social care colleagues as appropriate. Where a referral is made directly to Children' Social Care Services, they will consult with the Designated Officer, the police and the Named Senior Officer/Manager in the relevant



agency or organisation. Where such allegations are made, consideration must be given to the following three strands:

1. The police investigation of a possible criminal offence;
2. Enquiries and assessment by Children's Social Care Services as to whether the child is in need of protection or in need of services;
3. Consideration by an employer of disciplinary action in respect of the individual. In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with the agencies complaints and disciplinary procedures.



Appendix 3 – Part One of Keeping Children Safe in Education (DfE, September 2016)

Summary

This information has been lifted from the main statutory guidance, Keeping Children Safe in Education September 2016 which staff may also wish to read.

What schools and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times. This system is described in statutory guidance Working together to safeguard children.
 2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.
 3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
 4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children 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.
 5. Children includes everyone under the age of 18.
- #### **The role of school and college staff**
6. **Everyone** who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, preventing concerns from escalating.
 7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
 8. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
 9. **All** school and college staff should identify children that may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
 10. **Anyone** who has a concern about a child's welfare should ensure a referral is made to children's social care. In the first instance staff should generally discuss any potential referral with



the designated safeguarding lead, who in most instances (see para 18-23 Keeping Children Safe in Education – September 2016 for more information) would make any referral. Staff may be required to support social workers and other agencies following any referral.

11. Teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

12. All staff members should be aware of systems within their school or college which support safeguarding and child protection. These systems should be explained to them as part of staff induction and revisited regularly, at appropriate intervals (at least annually), via training. This should include: the school's or college's overarching safeguarding policy; the child protection policy; the staff behaviour policy (sometimes called a code of conduct); and information on the role of the designated safeguarding lead.

13. All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. They should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

1. *Detailed information on early help can be found in Chapter 1 of Working together to safeguard children*

2. *The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.*

3. *Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:*

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

4. *Detailed information on statutory assessments can be found in Part 1 of Working together to safeguard children*

5. *New learning from serious case reviews: a two year report for 2009-2011*



What school and college staff should look out for

14. All school and college staff members should be aware of the signs of abuse, neglect and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and specific safeguarding issues, are described in paragraphs 30-58 of this guidance.

15. Departmental advice: What to do if you are worried a child is being abused- Advice for practitioners, provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information.

16. Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

17. Knowing what to look for is vital to the early identification of abuse, neglect and specific safeguarding issues. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members should speak directly to children's social care.

What school and college staff should do if they have concerns about a child

18. If staff members have any **concerns** (as opposed to a child being in immediate danger - see para 23) about a child they should raise these with the school or college designated safeguarding lead. The designated safeguarding lead should usually help decide whether a referral to children's social care, early help or other support is appropriate.

19. If a referral to children's social care is appropriate in most instances the designated safeguarding lead should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

20. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

21. If early help is appropriate the designated safeguarding lead should support the teacher in liaising with other agencies and setting up an inter-agency assessment as appropriate.

22. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

23. If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.

24. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and



a lack of challenge to those who appear not to be taking action.

25. See page 10 Keeping Children Safe in Education September 2016 for a flow chart setting out the process for staff when they have concerns about a child.

What school and college staff should do if they have concerns about another staff member

26. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher and/or where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the designated safeguarding lead and if appropriate make any referral via them. Full details can be found in Part 4 of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

27. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

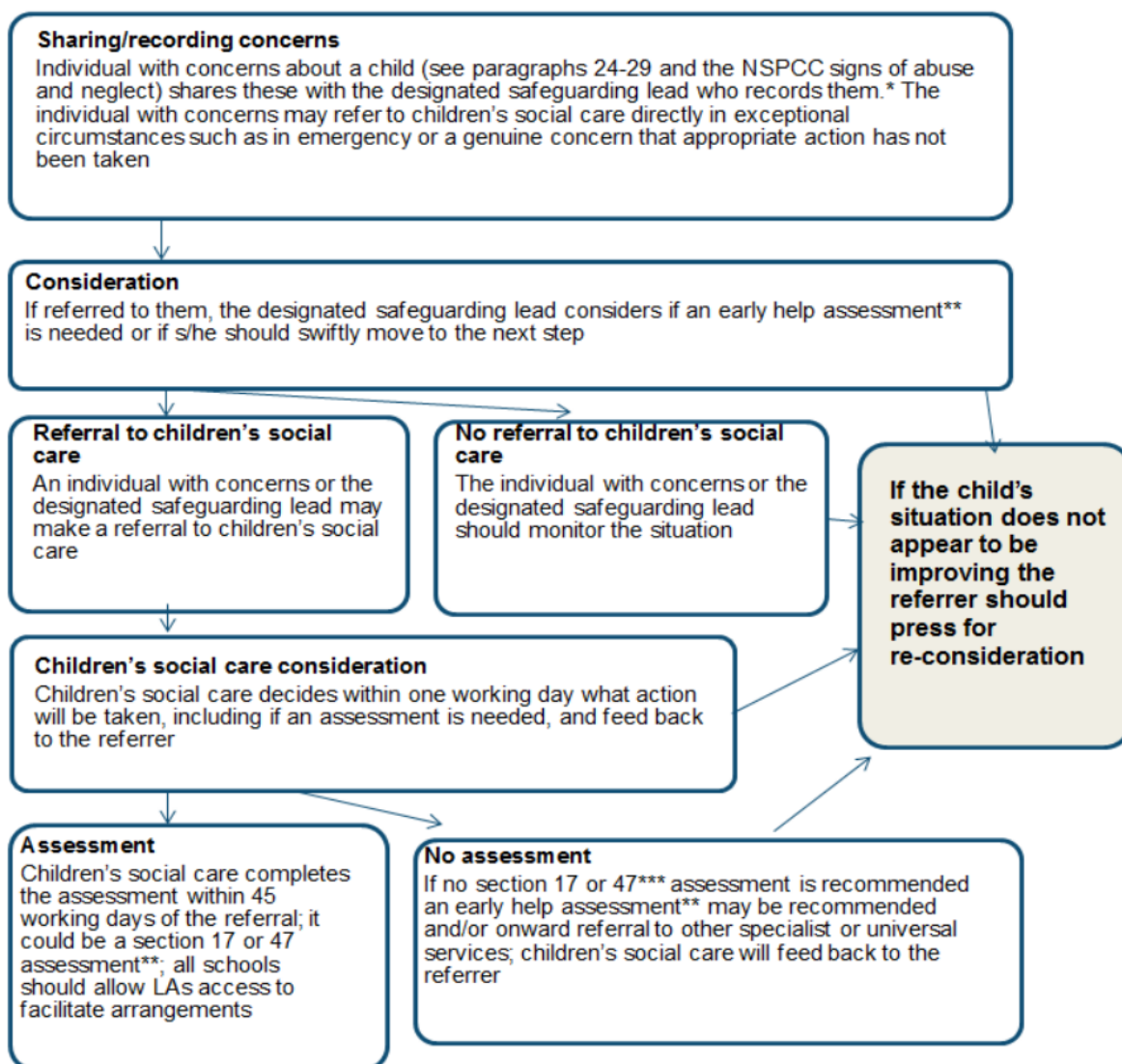
28. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

29. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.



Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral.



* In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information.



Appendix 4 – Female Genital Mutilation

Further information on 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. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.



Appendix 5 – Preventing Radicalisation

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.



Appendix 6 – Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. 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. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.



Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Guidance issued under Section 36(7) and Section 38(6) of the CTSA 2015 in respect of Channel is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf



Appendix 7 – Designated Safeguarding Lead

Role of the designated safeguarding lead

Keeping Children Safe in Education (DfE September 2016) 'Governing bodies, proprietors and management committees should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff'.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care; and
 - The local authority designated officer (LADO) for child protection concerns (all cases which concern a member of staff)
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed)
 - Liaise with the headteacher to inform him/her of issues especially on-going enquiries under Section 47 of the Children Act 1989 and police investigations
 - Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Raising awareness

- The designated safeguarding lead should ensure the school policies are known and used appropriately;
- Ensure the school child protection policy is reviewed annually and the procedures are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;

Safeguarding and Child Protection Policy

2016/07/01 Version Number: 02

T Whitehouse

Review Date: 2017/07/01

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- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.