

Keelman's Way School

Child Protection and Safeguarding Policy



**School Child Protection Officer Head Teacher Mrs Selby
Deputy for Child Protection Deputy Head Mrs King
Designated Teacher for Looked after Pupils Mrs Selby
Deputy for Looked after Pupils Mrs King
Designated Governor Mr P Johnson**

Keelman's Way School fully recognises its responsibilities for child protection.

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.

Only those people who need to be involved should be involved when a child makes a disclosure around being abused or neglected.

When staff have any concerns regarding the safeguarding of children, they should act on them immediately and speak to staff identified above.

Including

- Safeguarding information shared with all staff
- The management of safeguarding in school structure
- Safer recruitment
- Allegations of abuse made against teachers and other staff

Additional information can be accessed through the following documents: Keeping Children Safe in Education (September 2019), the school's code of conduct, the school's safeguarding policy. Further policies relating to specific aspects of Safeguarding can be found on the schools network.

Parents should be aware that we will work with families to support all of our pupils but the

child's interests will always make priority. We aim to share information with parents and professionals but will always report any concerns we have to the contact and referral team. Our policy applies to all staff, governors and volunteers working in Keelman's Way School. Our responsibilities include

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse. Reporting children missing from education who may be vulnerable.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Reporting any issues or concerns directly to the safeguarding lead in verbal and written format
- All documentation can be accessed via the office
- Establishing a safe environment in which children can learn and develop. ● Up to date DBS are a requirement and is required to be updated on a 3 yearly basis

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. This is particularly important given the complex physical, educational and emotional needs of our pupils. Many of our pupils have significant medical needs that require nursing support or staff to deal with intimate care needs. The policy for dealing with intimate care should be one of those read alongside this policy.

Staff should be aware of the possibility of peer-on-peer abuse and report any concerns around pupil behaviour.

Managers and staff work to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in Keelman's Way School who they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Local Safeguarding Children Board

- Ensure we have a designated senior person for child protection and deputy, who have received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection. ● Ensure every member of staff, volunteer and governor knows the name of the designated senior person responsible for child protection and their role.
- **Volunteers will not be asked to help with the personal care of a child. This would**

include help with eating and drinking, washing, bathing or dressing for reasons of age, illness or disability.

- **Ensure staff training is up to date and reflects current local and national policies.**
- Ensure that parents have an understanding of the responsibility placed on Keelman's Way School and staff for child protection by setting out its obligations in Keelman's Way School brochure and website.
- Notify social services if there is an unexplained absence of a pupil who is on the child protection register. Monitor closely the attendance of all children and be aware of those who may become missing from education especially LAC children.
- Develop effective working links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. Maintain an appropriate chronology of events.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations. (Locked cabinet in admin room). These will not be accessed without discussion with Head or Deputy. Records will be sent to the receiving school promptly when a child transfers.
- Follow local authority procedures where an allegation is made against a member of staff or volunteer. Reporting directly to LOCAL AUTHORITY DESIGNATED OFFICER.
- Ensure safe recruitment practices are always followed.
- Ensure cause for concern is reported via referral and assessment, 0191 4245010.

When school staff become aware that a child younger than 16 (or 18 if disabled) is being privately fostered, the local authority will be notified to check the arrangement is suitable and safe for the child.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. Possible indicators of concern may include

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/ scrounging
- Drug/ solvent abuse
- 'Neurotic' behaviour — obsessive rocking, thumb-sucking
- Air of detachment 'don't care' attitude
- Social isolation
- Attention-seeking behaviour
- Eating problems
- Depression, withdrawal

The complex needs of our pupils make it vitally important that change in behaviour and attitude is carefully monitored to establish or act upon concerns. Keelman's Way School may be the

only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. Keelman's Way School will endeavour to support the pupil through:

- The content of the curriculum and the Keelman's Way School ethos that promotes a positive, supportive and secure environment and gives pupils a sense of being valued. ● Keelman's Way School behaviour policy is aimed at supporting vulnerable pupils in Keelman's Way School. Keelman's Way School will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison and good working practices with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection leaves, their information is transferred to the new school immediately and that the child's social worker is informed. This will ensure the risk of 'Missing Children' is minimized,

It is important to note

- you cannot promise confidentiality
- where a child feels safe to talk, listen without making judgments or asking for additional information that could be seen as misleading the child.
- information should only be shared with those who need to know
- staff are aware that it is important to stay calm and reassuring
- the needs and safety of the child must always come first
- seek further advice from identified staff with responsibility for child protection

Information for those who are new to school is available at the school reception and attention will be drawn to this for any new staff to school.

Training and support

- All staff will be given training to raise awareness of child protection responsibilities attached to their role.
- All staff will be given training on a three year cycle.
- Designated teacher and Deputy Designated teacher will attend training at on a two year cycle with current or additional issues being addressed as they arise

Staff are aware of the opportunity to enhance their own development through the online modules offered by LSCB.

Recent whole staff training has been undertaken in relation to Child Sex Exploitation and the staff update for Child Protection to level 2. PREVENT training has been undertaken and expectations shared with staff. Staff have all taken part in EVOLVE training for educational visits procedures.

School office manager has completed safer recruitment training as have the Head and Deputy

Safeguarding leads.

Records are centrally held to evidence this and staff are regularly reminded of the school reporting system at staff briefings.

Staff, students and parents are now working actively within the Relationships and Sex Education policy and anti-bullying policy is in place following additional training from the Healthy Schools Advisor.

Policy will be reviewed at least annually and in light of any additional information or guidance as required.

Categories of 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). 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 persistent 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 cyber bullying), 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, though 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.

Staff are aware that operation encompass may raise issues that require support in school around domestic abuse.

Peer on Peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- **bullying (including cyberbullying);**
 - **physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;**
 - **sexual violence, such as rape, assault by penetration and sexual assault;**
 - **sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;**
- For further information about sexual violence.**

For further information about sexual harassment see Annex A of Keeping Children Safe in education

- **upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual**

gratification, or cause the victim humiliation, distress or alarm. This is now illegal and must be reported.

• sexting (also known as youth produced sexual imagery); and • initiation/hazing type violence and rituals.

All staff are clear regards to peer on peer abuse. As with all concerns this it to report immediately to Safeguarding Leads.

Serious violence

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

The school is aware of the Operation Encompass goals and are active in promoting the understanding of safe relationships in and out of school.

Staff are aware that they need to report any concerns around FGM (Female Genital Mutilation). Staff training has been completed to ensure staff are knowledgeable in this area. The policy is available for further reference.

There is a legal duty on teachers who discover that an act of FGM appears to have been carried out on a girl younger than 18 to report this to the police.

The Governing bodies ensures that children are taught about safeguarding, including online safety. As part of providing a broad and balanced curriculum. This includes covering issues relevant to the age and stage of pupils through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), through Personal, Social, Health and Economic (PSHE) education.

School ensures appropriate filters and appropriate monitoring systems are in place for staff and pupils working online.

Staff have full regard to their duty around PREVENT and report accordingly.

COVID 19

During school closure March - July 2020, Senior Managers kept in touch with vulnerable children regularly via weekly phone calls. Pupils attended school where a need was identified. All information is recorded on CPOMS.

Class teachers contacted other pupils on a weekly basis and recorded information on a spreadsheet. Any concerns regarding safeguarding were reported immediately and recorded on CPOMS.

Social workers were contacted if necessary and information has been shared regarding LAC pupils.

Pupils accessing home learning were given secure sites that are used in school to continue working at home.

Information on e safety has been shared on the School's Facebook page for parents and carers to read.

Since full reopening September 2020 all Safeguarding procedures are fully in place on site. In the event of further closure the Remote learning policy will be followed and any safeguarding issues will be reported through the Designated Officers and CPOMS process by anyone with concerns.

Lockdown Jan 2021. All key worker and vulnerable pupils offered a place in school including CP, CIN, LAC and social service involvement for respite. Other pupils contacted weekly and remote learning provided. Any concerns raised by teachers are reported and provision offered to families.

Weekly review meetings by SMT to discuss pupils that need more support.

The Governor for Child protection will be updated as and when necessary, full Governing Body on termly basis

This policy should be read in conjunction with other school policies relating to pupils well being. All are to be found in Keelman's Way School resources area in our network and in the Safeguarding File held in Keelman's Way School office.

Signed..... Date.....
Head Teacher

Signed..... Date..... Chair
of Governors

Jan 2021

To be reviewed Autumn 2021