



CALDEW SCHOOL

SAFEGUARDING POLICY

*Reviewed under Student Welfare and Guidance Committee
On school website
Reviewed annually
Adopted: July 2018
Next review: July 2019*

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

1. Background

An effective whole school Safeguarding Policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child safeguarding issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

In accordance with Section 175 of the Education Act 2002 the Governors of Caldew School will ensure arrangements are in place with a view to safeguarding and promoting the welfare of children at Caldew School.

2. Principles

There are three main elements to our Safeguarding Policy:

- Prevention
Through fostering a positive school atmosphere, effective teaching and caring pastoral support for learners
- Protection
By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Safeguarding concerns.
- Support
To students and school staff who may have suffered abuse

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

Our school will endeavour to:

- Establish and maintain an ethos in which children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse.
- Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure all staff receive training in order to deal effectively with safeguarding issues.

3. Framework

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board (LSCB).

4. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard children. There are, however, key people within the school and the LA who have specific responsibilities under Safeguarding procedures. The names of those carrying these responsibilities are listed below:

The Headteacher has overall responsibility for ensuring that effective procedures are in place and that this policy is implemented within the school.

The Designated Safeguarding Lead is: **Miss Helen Howson**.

The designated governor committee for Safeguarding is Student Welfare and Guidance and designated governor is **Mrs Kerry Richardson**.

Paul Hammond (Deputy Headteacher) and **Vicki Jackson** (Headteacher) have received training in safeguarding and may deputise for our Designated Safeguarding Lead in her absence or unavailability.

All adults working in or on behalf of the school will:

- Demonstrate an understanding that safeguarding is everyone's responsibility.
- Maintain and demonstrate a mind set of "it could happen here"
- Do all they can within the capacity of their role, to ensure that children are protected from harm.
- Report cases of suspected abuse to the DSL. This will be done as soon as possible using the schools agreed format.
- Monitor all students, particularly those that are deemed vulnerable.
- Report any concerns regarding adults conduct to the DSL or Headteacher.

The Designated Safeguarding Lead will:

- Take lead responsibility for safeguarding and child protection.
- Manage referrals to Children's Services, Police and other agencies.
- Work with others in order to improve outcomes for children.
- Attend DSL training every 2 years; undertake Prevent awareness training and update their skills and knowledge on a regular basis.
- Raise awareness of safeguarding throughout school.
- Ensure that this policy is reviewed annually and is available publicly.
- Maintain accurate safeguarding records that are stored securely.
- Represent school in multi-agency meetings, sharing safeguarding information with other agencies.

The Governing Body will:

- Ensure that the policies, procedures and training are effective and comply with the law at all times.
- Ensure that safeguarding policies and procedures are followed by all staff.
- Put in place safeguarding responses in cases where children go missing from education
- Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, resources and time to carry out their role.
- Ensure the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children.

- Ensure that staff members undergo safeguarding training at induction.
- Ensure that DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with Keeping Children Safe in Education.
- Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place.
- Ensure that children are taught about safeguarding.
- Prevent people who pose a risk of harm from working with children.
- Ensure there are procedures in place to handle allegations against teachers, headteachers, volunteers and other staff.
- Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as peer on peer abuse and safeguarding children with disabilities and special educational needs.

5. Procedures

- We will follow the procedures set out by the Cumbria Local Safeguarding Board in the Procedures manual; Keeping Children Safe in Education 2016 and Working Together to Safeguard Children 2015

Part One of Keeping Children Safe in Education will be communicated to all staff through training and regular safeguarding updates.

- Training and Support

Our school will ensure that the Headteacher, the Designated Safeguarding Lead and the nominated Governor for Safeguarding attend training relevant to their role and training updates will be provided for all staff at appropriate intervals as guidance changes. All staff working within the school will receive Level 1 Safeguarding Training.

- Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child.

Teachers and other adults to whom a student makes a disclosure should make it clear to the young person that it may be necessary to seek additional support by involving other people who can help. They should never guarantee absolute confidentiality or secrecy to a child, but should reassure him or her that safety and security is paramount and no steps will be taken which might compromise this over-riding imperative.

All disclosures which may have child protection implications must be reported to the Designated Safeguarding Lead, who will agree appropriate steps and who should always be informed.

- Records and Monitoring
Well-kept records are essential to good safeguarding practice. We are clear about the need to record any concerns held about a child or children within our school. All teachers and other members of staff should keep dated notes of interviews held with young people, parents or other colleagues and a record of actions taken. Depending on the nature of such information it should either be lodged with the Designated Safeguarding Lead or through the Head of Year, placed in the student's record file (in an envelope marked 'Confidential' if appropriate).

These records are subject to usual school/parental access. If a document is of particular sensitivity it is therefore important that it is marked confidential and for limited access and held securely.

These records and other information should only be passed over to other agencies after consultation with the Designated Safeguarding Lead.

Information will be passed on as necessary and appropriate to Safeguarding Conferences, Core group meetings and CIN meetings.

- Staff Appointments

We will ensure that all appropriate steps are taken to vet thoroughly members of staff who are appointed to the school and may have direct access to students. The appointments process will follow the guidance on good practice set out in the Safer Recruitment document published by the DfE, the key principles of which are enshrined in the school's Appointments policy. Appointments panels for relevant posts will always include a governor and/or member of the senior school staff who has completed Safer Recruitment training. The appointment process will include carrying out all necessary DBS checks and/or verifying the existence of clearance before appointments are confirmed. The Business Manager will take responsibility for this aspect of the appointments procedure.

- Allegations Against Staff

It is a requirement that all allegations against people who work with children must be reported by the school within one working day to Cumbria's Local Authority Designated Officer (LADO) at the Cumbria Local Safeguarding Children Board (LSCB). This will include any allegation that someone who works with children has (a) behaved in a way that has harmed or may have harmed a child (b) possibly committed a criminal offence related to a child (c) behaved in a way that indicates that he/she is unsuitable to work with children.

- Visitors to the School

Caldew School is committed to keeping students safe by ensuring that visitors to the school do not pose a risk to children. We ensure that:

- Visitors to school sign in and wear identification to indicate they have done so.
- All staff and students, where appropriate, will challenge visitors to school who are not wearing correct identification.
- Visitors sign out and hand in their identification when they leave the school.
- Visitors are aware of who to speak to if they are worried about a child during their visit.
- Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by the DSL or headteacher.

6. Supporting Students at Risk

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Caldew School will endeavour to support these students through:

1. the curriculum to encourage self-esteem and self-motivation
2. the school's ethos which promotes a positive, supportive and secure environment
3. the implementation of school behaviour management policies
4. a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
5. regular liaison with other professionals and agencies who support the students and their families
6. a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
7. the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations.
8. Instigating the Early Help procedure for children who are deemed to be at significant risk.

We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

All staff and volunteers understand that there are specific and emerging ways in which children can be abused, such as:

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.

All staff will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty' (Section 26 of the Counter-Terrorism and Security Act 2015)

At Caldew, we build students' resilience to radicalisation by promoting fundamental British values and enabling our students to challenge extremist views through both Skills for Life lessons and through school assemblies where appropriate.

Prevent awareness

- All staff (including associate staff) have received training relating to the Prevent Duty.
- Staff are aware of the reporting procedures for any concerns.
- Target assemblies raise awareness within the student body.

Co-ordination of Prevent Duty at Caldew School

Caldew School has a named person, Miss H Howson, who will act as Co-ordinator, liaise with outside agencies and work closely with pastoral teams and senior staff. Any member of staff suspecting he or she has information regarding a Prevent situation should refer immediately to the Co-ordinator.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The school curriculum (whereby PSHCE is delivered) and targeted assemblies to the student body will include relevant information around the risks associated with CSE. The school will also ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place.

Honour Based Violence (HBV) 'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community'. (ACPO Working Definition 2008) All staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence.

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

Female Genital Mutilation (FGM) is encompassed within the term Honour Based Violence. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. All staff are alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them. DSLs must report to the police, cases where they discover that an act of FGM, Forced Marriage or other HBV appears to have taken place.

Modern Slavery The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'. Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA.

Peer on Peer Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

- All staff understand that children can abuse other children.
- All staff will inform the DSL of suspected peer abuse.
- Peer on peer abuse will be taken as seriously as any other form of abuse.
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Referrals to Children's Services, Police and/or other appropriate agencies will be made where thresholds are met.

Children Missing from Education can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

- All staff follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect.
- The school Attendance Policy is up to date, reviewed annually and includes reference to CME.
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 school days or more.