



City of
Stoke-on-Trent



Safeguarding Children Policy



2016-2017

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Presented to Staff - 17th February 2016

Review - Spring Term 2017

REACH Safeguarding Children Policy

2016/17

Headteacher: **Lorna Matley**

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Deputy Designated Senior Person	Nominated Governor and Deputy	Chair of Governors
2016-17	Lorna Matley		Stewart Bray	Stewart Bray

Policy review dates

Review Date	By whom	Date Shared
22 March 2010	LM/SB	25 March 2010
7 April 2011	LM/SB	19 May 2011
28 September 2012	LM/SB	8 November 2012
25 January 2013	LM/SB	8 May 2013
15 January 2014	LM/SB	6 February 2014
9 April 2014	LM/SB	22 May 2014
16 January 2015	LM/SB	12 February 2015
29 January 2016	LM/SB	11 February 2016

Most Recent Dates of Staff and other Training

Whole school	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
September 2015	13 July 2015	

Designated Governor	Date
Governor Safeguarding Training	October 2015
LSCB Level 1	18 January 2016
LSCB Level 2	9,15,16 June 2015

CEOP – S. Manifold	October 2015
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Whole Staff - PREVENT	January 2016
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CONTENTS

Introduction

School Philosophy and Commitment

Providing a Safe and Supportive Environment

1. Safer Recruitment and Selection
2. Safe Practice
3. Safeguarding Information for Pupils
4. Partnership with Parents
5. Partnership with Others
6. School Training and Staff Induction
7. Support, Advice and Guidance for Staff
8. Related School Policies (inc. Children Missing from Education)
9. Pupil Information
10. Roles and Responsibilities:
 - Governing Body*
 - Nominated Governor*
 - Headteacher*
 - Designated Safeguarding Lead*
 - All Staff and Volunteers*

Identifying Children who are suffering or likely to suffer Significant Harm

Definitions

Taking Action to Ensure that Children are Safe at School and at Home

1. Staff will immediately report
2. Responding to Disclosure
3. Action by Designated Safeguarding Lead
4. Action following a Child Protection referral
5. Recording and Monitoring
6. Supporting the Child and Partnership with Parents

Appendix One: Allegations Regarding Person(s) Working in or on Behalf of School

Appendix Two: – Preventing Extremism and Radicalisation Safeguarding Statement

Appendix Three: Child Sexual Exploitation and Female Genital Mutilation

INTRODUCTION

This policy is compliant with Stoke-on-Trent Local Safeguarding Children Board Policy and Procedures www.safeguardingchildren.stoke.gov.uk, “**Working Together to Safeguard Children**” (March 2015) “**Keeping Children Safe in Education**” (July 2015) “**Inspecting Safeguarding in Maintained Schools and Academies**”(OfSTED April 2015)

This policy applies to all adults, including volunteers, visitors and contractors working in or on behalf of REACH.

The terms ‘Child’ or ‘Children ’include everyone under the age of 18.

‘Everyone working in or for REACH shares an objective to help keep children and young people safe by contributing to:

- protecting children from maltreatment
- helping to ensure that children grow up in circumstances consistent with the provision of safe and effective care
- providing a safe environment for children and young people to learn and develop in our school setting,
- preventing impairment of children’s health or development by promoting preventive approaches through teaching and pastoral support
- a clear commitment to accurate recording of issues, incidents and concerns over time
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting’, and
- providing support to pupils who may have suffered abuse or neglect
- taking action to enable all children to have the best outcomes

Safeguarding Philosophy

- REACH is committed to Safeguarding and Promoting the Welfare of all of its pupils.
- REACH is committed to the provision of a full, rich, and efficient education for all of its pupils and acknowledges that good quality education within an appropriate safe environment is vital to raising the aspirations of all pupils.
- All staff, including volunteers, play a full and active part in protecting all pupils from harm.
- All staff and governors of REACH are committed to the provision of a caring, positive, safe and stimulating environment which effectively promotes the social, physical and moral well-being all pupils.

- The governors and staff of REACH recognise their duty to safeguard and protect the well being of all pupils; through day-to-day contact with pupils and direct work with families, to play a crucial role in observing possible indicators of abuse or neglect; are committed to act in accordance with Stoke-on-Trent Local Safeguarding Children Board procedures and guidance from central and regional government.

REACH will also offer clear commitments:

- a) To support all pupils' development in ways that will foster security, confidence and independence
- b) To raise awareness of teaching, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities within this area
- c) To provide clear direction to staff and others around expected codes of behaviour in dealing with safeguarding children issues and to ensure that such concerns and referrals may be handled sensitively, professionally and in ways which best support the needs of the child
- d) To ensure that pupils are aware that there are adults within the school community whom they can approach if they have concerns or are experiencing any difficulty.
- e) To include in the curriculum activities and opportunities for Personal and Social Development/Citizenship which equip pupils with the necessary skills necessary to stay safe from abuse and which assist them to develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- f) To provide a systematic means of monitoring children known or thought to be at risk of harm
- g) To emphasise the need for excellent levels of communication between all members of staff, pupils and their families
- h) To work within a structured procedure in school which is followed by all members of the school community where safeguarding children issues arise
- i) To develop effective multi-agency working with a variety of partners, with particular emphasis, in matters of safeguarding children, on Children and Young People's Services Department for Vulnerable Children & Corporate Parenting and the Police
- j) To ensure that all adults within the school community who have access to pupils or who regularly visit the school site have undergone effective checks, including DBS, Barred List and Prohibition checks, as to their suitability
- k) To ensure that all staff members and others, including governors, receive appropriate child protection training, which is updated every three years in compliance with "Keeping Children Safe in Education" (July 2015) and the Stoke-on-Trent Local Safeguarding Children Board (LSCB) Training Strategy (2015-2018).

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection (see also separate policy)

REACH pays full regard to DfE statutory guidance for schools and colleges 'Keeping Children Safe in Education' (July 2015) and adopts a culture of safe recruitment, which includes the adoption of recruitment procedures that help deter, reject or identify people who might abuse, or pose a threat to children. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

In line with statutory requirements, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure is obtained for **all** new appointments to the REACH workforce through staffing personnel and payroll. REACH will also carry out DBS, Barred List and Prohibition Checks at this time. **N.B. REACH will implement with immediate effect any changes that central government applies within this area.**
- REACH is committed to keep an up-to-date **single central record** detailing a range of checks carried out on our staff – a copy is also held at HR Shared Services, Stoke-on-Trent City Council
- all new appointments to the REACH workforce who have lived outside the UK will be subject to additional checks as appropriate
- REACH ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks will be carried out on all appointments to the REACH workforce before the appointment is made, in partnership with the LA
- further checks will be carried out to ensure that no existing or new staff are disqualified from working with children. This includes those who may be disqualified 'by association, i.e. those who may live in the same household as some third party who is disqualified (consistent with DfE advice issued October 2014).
- All of the above will also apply to each member of the REACH Governing Body
 - **Lorna Matley** (Headteacher)
 - **Stewart Bray** (Chair of Governors/Safeguarding Governor)
 - **Angela Wedgwood** (School Business Manager)
 - **A. Parkes**
 - **S. Owen**
 - **S. Manifold**
 - **K. Stevenson**

- have undertaken the Safer Recruitment Consortium Safer Recruitment training, either face-to-face or on-line via the NSPCC web-site. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2. Safe Practice

REACH will comply with the “Guidance for Safer Working Practice for Adults who Work with Children and Young People” (Stoke-on-Trent and Staffordshire SCB May 2015) to be found in Stoke-on-Trent Safeguarding Board Procedures at www.safeguardingchildren.stoke.gov.uk. and the school web-site

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for pupils

All pupils in REACH are aware of a number of staff members who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for safeguarding children and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Our school will ensure that pupils are made aware that information can be accessed via a range of sources, including, helplines, posters, NSPCC and Childline ‘kidzone’ website, CEOP.

REACH’s arrangements for consulting with and listening to pupils encompass a range of approaches:

- One-to-one tutorials
- Governor surgery sessions
- Student Council
- Reviews
- Open-door policy

We make pupils aware of these arrangements through indication and implementation of the regular consultation cycle.

4. Partnership with Parents/Carers

REACH shares a purpose with parents/carers to educate and keep children safe from harm and to have their welfare promoted. On interview and induction REACH policies and procedures are covered with parents and pupils. Commitments to safeguarding are agreed and signed by all parties and young people and parents/carers are signposted to partner agencies who may be able to offer support as required and by alerting them to the information for parents at www.safeguardingchildren.stoke.gov.uk; www.nspcc.org.uk; www.ceop.gov.uk) or Children & Young People's Department for Vulnerable Children & Corporate Parenting Safeguarding and Referral Team 01782 235100 or fax 01782 235457.

REACH is committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

REACH will share with parents any concerns we may have about their child, where "...such discussion and agreement-seeking will not place a child at increased risk of suffering significant harm" (Working Together to Safeguard Children – DfE March 2015)

We encourage parents to discuss any concerns they may have with the Headteacher or another member of staff and parents are made aware of our policy via the school brochure, prospectus, newsletters and parents are also made aware that they can view this policy on request.

5. Partnerships with others

REACH recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Stoke-on-Trent Safeguarding Children Board. REACH facilitates a partnership approach to the promotion of welfare and safeguarding through:

- Children's network
- Governing Body
- Multi-agency reviews
- Use of Early Help Assessments

These approaches involve partners from Vulnerable Children & Corporate Parenting,

Youth Offending Service, Police, CAMHS, Young Mind, Educational Psychology, Early Help, Co-operative Working Division, Locality Services, AT, Flexible Learning, Alternative Providers and others.

6. School Training and Staff Induction

The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working, (that is provided by the Stoke-on-Trent Safeguarding Children Board) and refresher training at 2- yearly intervals (inter-agency courses are booked on line at www.safeguardingchildren.stoke.gov.uk and via Dawn Casewell, Safeguarding Education Development Officer on 01782 234567.

The Headteacher and all other school staff, including non teaching staff, undertake mandatory induction training within the first six months of appointment, to equip them to carry out their responsibilities for safeguarding children effectively. All staff will also complete Level 1 training, which is kept up to date by refresher training at 3-yearly intervals.

All staff (including temporary staff and volunteers) are provided with the REACH's safeguarding children policy and informed of the school's child protection arrangements on induction.

The Designated Governor with responsibility for safeguarding/child protection undertakes training in this area at 2-yearly intervals or more regularly if necessary.

7. Support, Advice and Guidance for Staff

Staff will be supported by the Designated Member of Staff, the Local Authority and professional associations. The Designated Member of Staff for Safeguarding Children will be supported by the nominated governor, the Governing Body, the Safeguarding Education Development Officer and the Local Authority. Advice is available from Children and Young People's Department for Vulnerable Children & Corporate Parenting Safeguarding and Referral Team (01782 235100), Locality-based Social Workers and Staffordshire Police Safeguarding Investigation Team (0300 1234455)

8. Related School Policies

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

(Safeguarding Children and Safer Recruitment in Education Stoke-on-Trent and Staffordshire Safeguarding Children Boards 2015)

Related Policies

The provisions contained within this policy on safeguarding/child protection will be considered in conjunction with many other related policies, including, as follows:

Children & Young People's Strategic Partnership Levels of Need

Early Help Assessment Framework

Safer Recruitment and Selection

Racist Incidents

Access and Inclusion

Complaints

Health and Safety

Behaviour

Special Educational Needs

Use of (Care and Control)/Restraint

Management of Allegations against Staff

Use of Photographs/Video & other Images

Whistle blowing/Confidential Reporting

Anti-bullying

E-safety

Sex Education

First Aid

Staff Handbook - guidance on conduct (Safer Working Practices)

Safeguarding Statement in School Prospectus

Departmental Statements on Safeguarding

SCB policy and procedures

Children Missing from Education

REACH follows the Stoke-on-Trent procedures "Policy and Guidance on Identifying and Maintaining Contact with Children Missing or at Risk of Going Missing from Education" and works with the relevant locality services professionals in this area, 01782 235355.

Confidentiality

REACH has regard to "Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers" HM Government, 2015 and Stoke-on-Trent/Staffordshire Safeguarding Children Boards "Information-sharing for Practitioners" (2015) – Policy A07.

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. "

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

- REACH recognises that **ALL** matters relating to safeguarding children are to be treated as confidential.
- The Headteacher or Designated Member of Staff may disclose any such information to any other member of staff on a strictly 'need to know' basis.
- All staff are made aware that they have a professional responsibility to share information with other agencies in order to contribute successfully to safeguarding children.
- All staff must be aware that they cannot promise confidentiality to any child who may disclose to them matters of a safeguarding children nature.

Professionals, including school staff, can only work together to safeguard children and promote their well being if an exchange of relevant information takes place. It is usual for the consent of the subject of that information to be sought prior to its disclosure. In certain circumstances, consent may not be possible or desirable but the safety and well being of a child or children may dictate that the information should be shared. **The law permits the disclosure of confidential information necessary to safeguard a child or children.** Any disclosure of personal information to others will always have regard to both common and statute law and will be justifiable according to the facts of the case.

9. Pupil Information

Record-keeping and Monitoring

Well-kept records are essential to effective safeguarding practice. The staff and governors of REACH are clear about the need to record any concerns held about a child or children within the school, the status of such records and when the contents of these records, or the records themselves, should be shared with other agencies.

- There are robust systems in place for the clear recording and safe maintenance of records/files on safeguarding, each record in this area featuring a clear chronology of significant events.
- If it becomes apparent that a member of staff has safeguarding concerns, the designated member of staff will in statute a formal file and maintain all records in writing in a secure environment.
- All safeguarding children records will be kept securely, separately from standard pupil records.
- Robust gate-keeping procedures are followed to ensure that there is not open access to information kept in safeguarding children files. The Headteacher and/or the Designated Safeguarding Lead will only allow access to information on a 'need-to-know' basis.

- Teacher-held notes become a part of this record as soon as a pupil is identified as registering concerns.
- Relevant staff will be informed that a pupil is being monitored as appropriate and all information will be recorded and kept on file.
- The Designated Safeguarding Lead will take the final decision in monitoring these records where there is sufficient concern to warrant a referral.
- These records will be made available to the relevant authority where there are child protection investigations, allegations against members of staff or a Serious Case Review.
- If the pupil concerned transfers schools or leaves, the safeguarding children records are handed to the Designated Member of Staff for the educational establishment in question.

REACH will keep up-to-date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above) and emergency contact details (if different from previous)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject of a Child Protection Plan, Child in Need Plan or a Care Plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

10. Roles and Responsibilities

The Governing Body will ensure that:

- REACH has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;

- REACH operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- REACH has procedures for dealing with allegations of abuse against staff and volunteers that comply with policy and guidance from the Safeguarding Children Board and locally agreed inter-agency procedures (this includes the Chair of Governors taking the lead in cases where an allegation has been made against the Headteacher);
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding children (and deputy);
- staff undertake appropriate training on safeguarding children;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA via the annual Safeguarding Children Audit (see also below) about them and about how the above duties have been discharged

Designated Governor: (Stewart Bray)

This person will be responsible for liaison with the Head Teacher and Designated Safeguarding Lead (where different) regarding matters relating to safeguarding children issues, which in turn will be consistent with Stoke-on-Trent Safeguarding Children Board procedures. Other duties include:

- To ensure that the school/setting has a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues.
- To ensure, on behalf of the governing body and in close liaison with the Head Teacher and designated member of staff, that the school has in place the requisite whole school safeguarding children policies and procedures and that those are consistent with Stoke-on-Trent SCB procedures and are fully compliant with the provisions of related guidance, including the Children and Young People's Strategic Partnership/SCB Early Help/Levels of Need documentation.

- To ensure that the school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” (2015). This includes providing a co-ordinated 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.
- To ensure that safeguarding arrangements within REACH take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board.
- To ensure that annually an item is placed on the agenda of a Governors’ meeting to review its policies and procedures, and provides information annually to Children and Young People’s Services and how the above duties have been discharged. The Governing Body will also ensure that the Annual Safeguarding Audit proforma, provided by the Safeguarding Education Development Officer, is fully completed and returned in a timely fashion.
- To operate safer recruitment procedures and make sure that all appropriate checks, including the scrutiny of applicants, verification of academic or vocational qualifications, the obtaining of professional and character references and checks on previous employment history, are carried out on new staff and volunteers who will work with children, including Disclosure and Barring Service (DBS) and Barred List checks.
- To ensure that the school has procedures for dealing with child protection allegations against staff and volunteers that comply with Stoke-on-Trent guidance. Such allegations will be referred to the local authority Designated Officer (see below). If the allegation is against the Head Teacher it will be the Chair of Governors’ responsibility to liaise with the Children and Young People’s Services, Local Authority Designated Officer and/or partner agencies. This may include attendance at strategy meetings.
- To ensure that there are procedures in place to handle allegations against other children.
- To ensure that appropriate safeguarding responses are in place to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse or neglect, including sexual abuse or exploitation and to help prevent the risks of their going missing in the future.
- To ensure that the Head Teacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively, that is kept up to date by refresher training at 3-year intervals, and temporary staff and volunteers who work with children are made aware of the school’s arrangements for safeguarding children and their responsibilities. (It must be ensured the designated member of staff has not only Level 1 safeguarding children training, but also undertakes training in inter-agency working, designated member of staff and refresher training every two years).

- Governors attend relevant safeguarding children training in order to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

The Headteacher: (Lorna Matley)

The Head Teacher shall have overall responsibility for safeguarding children at REACH. She will take specific responsibility for co-ordinating action within the school in the sphere of safeguarding and for liaison with children’s services departments and other relevant agencies over suspected/actual child abuse

- To ensure that the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff.
- To ensure that sufficient resources and time and time are allocated to enable the designated member of staff and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- To ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- To ensure that arrangements are put in place to ensure that full regard is given to the need to safeguard and promote the welfare of children at all times (in line with Education Act 2002 ss 157 and 175 and s 11 Children Act 2004).
- To ensure that the school’s policy on safeguarding children is fully compliant with the provisions of “Keeping Children Safe in Education” (2015) and subsequent related documentation, including Stoke-on-Trent Children and Young People’s Strategic Partnership/SCB Early Help/Levels of Need documentation and “Inspecting Safeguarding in Maintained Schools and Academies” – OfSTED (April 2015).
- To publish the school/setting/organisation’s safeguarding children policy, make it available for public scrutiny and make arrangements to support a process of annual review.
- To provide an annual report to school/setting governors in relation to work and training undertaken by the school in respect of safeguarding children. This information to be included in the annual Safeguarding Children Audit.
- To recognise that staff working in school who have become involved with a child or children who have suffered harm, or appears likely to suffer harm may find the situation stressful and upsetting and to support such staff by providing an opportunity to discuss their anxieties and seek further support as appropriate.

Senior Member of Staff (or Deputy) with Designated Responsibility for Safeguarding Children: (Lorna Matley)

This staff member has a key duty to take lead responsibility for raising awareness within the staff of issues relating to safeguarding, and promoting the well-being of pupils, in addition to child protection issues. This member of staff has received training in safeguarding children issues and inter-agency working, as required by the Safeguarding Children Board/DfE Guidance and will attend training updates on a minimum of a biannual basis. Other responsibilities include:

- To ensure that the safeguarding children policy of the school is updated and reviewed annually and to carry out work in this regard with the governing body.
- To ensure parents have access to copies of the safeguarding children policy, which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid potential conflict at a later date. Pupils should also be made aware of the school safeguarding policy.
- Where children leave the establishment, ensure their child protection file is copied for the new establishment as soon as possible but transferred separately from main pupil file.
- To oversee the referral of cases of suspected abuse or allegations to the relevant investigating agencies, as set out in Safeguarding Children Board procedures and be able to recognise and identify signs of abuse and when it is appropriate to make a referral. Any pupil who is currently subject of a Child Protection Plan who is absent without explanation will be referred to the school's Education Welfare Officer and the named social worker.
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaison with relevant agencies
- To liaise with the People Directorate, Safeguarding Children Board, all other appropriate agencies and any other relevant educational establishment.
- Have a working knowledge of the operation of the Safeguarding Children Board, the conduct of a child protection conference/core group and be able to attend and contribute to these effectively when required to do so, with particular reference to safeguarding planning.
- Ensure each member of staff has access to and understands the school's safeguarding children policy, especially new or part-time staff who may work with different educational establishments.
- To undertake specific training for designated members of staff, provided by the Local Safeguarding Children Board and to update that training every two years.

- Ensure all staff receive induction training covering safeguarding children and are able to recognise and report any concerns immediately they arise.
- To ensure that all school staff, both teaching and non-teaching, receive all other relevant training on safeguarding children, including Level 1 training updated every three years. Staff will also have access to other training opportunities from the LSCB.
- To maintain detailed and accurate secure written records of any safeguarding children referral/concern (even where the complaint does not result in a child protection referral). These records will be kept separately from pupil records and transferred as soon as possible to any new school (separately from the main pupil file).

Members of Staff – both teaching and non-teaching

Parents may be confident that careful procedures are in place to ensure that all staff appointed are suitable to work in close proximity to children and are able to respond appropriately to concerns in relation to safeguarding and promoting the well being of children and acting effectively in cases where abuse is suspected.

All staff will:

- Be familiar with People Directorate, Safeguarding Children Board and school's policies on safeguarding children and related topics.
- Undertake induction training on appointment and regular training on safeguarding to a minimum of Level 1.
- On discovering, or suspecting, abuse, either inform the school's designated member of staff or their deputy or, where necessary, make a referral to Children and Young People's Services Department for Vulnerable Children & Corporate Parenting Safeguarding and Referral Team (01782 235100).
- Where appropriate, attend child protection conferences, core groups, statutory reviews or any other multi-agency meeting as necessary.
- Monitor attendance and attainment of these pupils and report any concerns to the designated member of staff
- Where a disclosure is made by a child, seek further information with sensitivity and offer appropriate support.
- Be aware of and alert to signs and indicators of potential vulnerability and/or possible abuse and aware of the reporting procedures with regard to any concerns or suspicions. Specific issues within this field may include:
 - Child Sexual Exploitation (CSE)
 - Bullying, including cyber-bullying
 - Domestic Violence/Abuse
 - Drugs

- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage & Honour-based Violence
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation – Challenging Extremism
- Sexting
- Teenage relationship abuse
- Trafficking

There are links to information and guidance on all of the above documents on page 9 of “Keeping Children Safe in Education” (2015), which will also enable access to government guidance on the issues listed above via the GOV.UK website.

Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support , advice and expertise within the educational establishment;
- liaise with the headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how Stoke-on-Trent Safeguarding Children Board operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- ensure that all staff have access to and understand the school’s child protection policy;
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults at REACH are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Abuse

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

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Physical Abuse

Physical abuse 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

Emotional abuse is 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/children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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

Neglect is 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.

(The above definitions of categories of abuse and neglect are taken from "Working Together to Safeguard Children" – DfE: March 2015 and "Keeping Children Safe in Education" – DfE: July 2015)

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the Stoke-on-Trent Safeguarding Children Board Procedures which are consistent with 'Working Together to Safeguard Children' (March 2015) and "Keeping Children Safe in Education" (July 2015).'

It is **not** the responsibility of the staff at REACH to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the designated lead) prior to any discussion with parents.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the Designated Safeguarding Lead
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject of a Child Protection Plan by ringing 01782 235100
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Nominated Governor, Department for Vulnerable Children & Corporate Parenting

- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to the Department for Vulnerable Children & Corporate Parenting Safeguarding and Referral Team (1782 235100), because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. Early Help) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to the Department for Vulnerable Children & Corporate Parenting will be accompanied by a multi-agency standard referral form (MARF) see safeguardingchildren.stoke.gov.uk. (Section C09)

4. Action following a child protection referral

The Designated Member of Staff or other appropriate member of staff will:

- make regular contact with the Social Worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Initial Child Protection Conference
- if the child or children is/are made subject of a Child Protection Plan, contribute to the Child and Family Assessment, Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, the Designated Safeguarding Lead will discuss this with the Conference and Review Manager

- where a child subject of a child protection plan moves from the school or goes missing, the Headteacher will immediately inform the key worker in the Department for Vulnerable Children & Corporate Parenting and the relevant locality services professional.

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All safeguarding documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and Designated Safeguarding Lead. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the relevant locality professional. Original copies will be retained until the child's 25th birthday.

6. Supporting the Child and Partnership with Parents/Carers

- REACH recognises that the child's welfare is paramount, however good safeguarding practice and outcome relies on a positive, open and honest working partnership with parents/carers
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Headteacher will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Appendix One: Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Stoke-on-Trent Safeguarding Children Board procedures that can be accessed at www.safeguardingchildren.stoke.gov.uk (click on Information for Professionals, followed by Procedures and Guidance – section D01). Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in school. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. Therefore, all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the ‘headteacher’
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with the local authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.

Appendix Two: Preventing Extremism and Radicalisation Safeguarding Statement

Introduction

REACH is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults involved with REACH, in whatever capacity, recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether or not their role has direct contact or responsibility for children.

In adhering to the contents of this statement, and the procedures therein, staff and visitors will contribute to delivery at REACH of outcomes to all children and young people, as set out in s10 (2) of the Children the Act 2004. This 'Preventing Extremism and Radicalisation Safeguarding Statement' is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at s175 of the Education Act 2002.

The school's 'Preventing Extremism and Radicalisation Safeguarding Statement' also draws upon the guidance contained in the "Stoke-on-Trent Safeguarding Children Board Procedures" and DfE Guidance "Working Together to Safeguard Children (March 2015), "Keeping Children Safe in Education" (2015); more specifically, DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK" and "Teaching Approaches that help Build Resilience to Extremism among Young People" (DfE).

School Ethos and Practice

There is no place for extremist views of any kind in REACH, whether from internal sources – pupils, staff, volunteers or governors, or external sources - school community, external agencies or individuals. The students are entitled to see REACH as a safe environment where they can explore controversial issues safely and where teachers and other staff and governors create an environment which encourages and facilitates this.

Staff and governors recognise that extremism and exposure to extremist materials and influences can lead to the poorest of outcomes for our students will, therefore, be addressed as a most serious safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; it remains a fundamental element of the philosophy of REACH that each of our students will be equipped with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Teaching and Learning

At REACH, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched and equipped to understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and are not marginalised.

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches our students may experience elsewhere may make it harder for them to challenge or question such radical influences. REACH achieves this by good and outstanding teaching and also by adopting the principles outlined in the Government guidance “Teaching Approaches that help Build Resilience to Extremism among Young People” DfE (2011). We will ensure that all of our teaching approaches help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with the approach of REACH to the spiritual, moral, social and cultural development of pupils as defined in the OfSTED School Inspection Handbook. We build mutual respect and understanding and promote the use of dialogue not violence as a form of conflict resolution. We achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

Behaviour

Although young people and others can be exposed to extremist influences or prejudiced views from an early age, which emanate from a wide range of sources and media, REACH will not tolerate any behaviours, which reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Positive Behaviour Policy for pupils and the Code of Conduct and/or the Local Authority Designated Officer (LADO) for staff. Where misconduct by a teacher, other member of staff or volunteer is proven, the matter will be referred to the Disclosure and Barring Scheme for their consideration as to whether to a Prohibition Order is warranted.

□

Wider Approaches to Safeguarding within this context and PREVENT

As part of wider safeguarding responsibilities school staff, volunteers and governors at REACH will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others

At REACH, we will also work with local partners, families and communities in our efforts to ensure all involved at REACH understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring.

At REACH, we will maintain close links with Staffordshire Police and other agencies via our clear support for the PREVENT agenda. Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Stoke-on-Trent Safeguarding Children Board's agreed policies and procedures for the prevention of extremism and radicalisation and also the safeguarding of individuals vulnerable to those influences. School staff, volunteers and governors are committed to personal development and will attend training in the wider PREVENT agenda

At REACH, we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Stoke-on-Trent, the UK and globally.

Appendix Three: Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM)

REACH will take all steps necessary to safeguard those students who may be at risk of Child Sexual Exploitation and Female Genital Mutilation. We will have regard for the information included in “Keeping Children Safe in Education” (2015), as follows, and all links and more detailed guidance contained on GOV.UK.

Child Sexual Exploitation (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 an 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, sexual bullying including cyberbullying 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.

Female Genital Mutilation (FGM): 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. There is 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 practise 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. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

At REACH, we will continue to work closely with partner agencies to prevent any instance of CSE or FGM to any of our students. We are committed to sharing information wherever necessary, using the tools provided below and if any instance of these practices is identified, we will make an immediate child protection (section 47) referral to the Safeguarding and Referral Team (01782 235100) and report the matter to Staffordshire Police. We will also adhere to the policy and procedures within these areas as identified by the Safeguarding Children Board at <http://www.safeguardingchildren.stoke.gov.uk> as follows:

- D14 – Safeguarding Children from Sexual Exploitation (Policy incorporating Action Plan)
- D14a – Safeguarding Children from Sexual Exploitation (Strategy)
- D14b – Child Sexual Exploitation (Police Information-sharing Document)
- D14c – Child Sexual Exploitation (Matrix)
- D16 – Child Sexual Exploitation – Operating Principles
- F09 – Female Genital Mutilation