



## **Policy:**

# Safeguarding And Pupil Welfare

Adopted: May 2012

Reviewed Autumn 2016

Member of staff responsible: The Head Teacher

Review Annually

Review Date: Autumn term 2017

## *Safeguarding and Pupil Welfare*

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## **1.0 Roles and Responsibilities**

- 1.0 The responsibility for the implementation of this policy and provision rests with the Head Teacher. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **Head Teacher**.

## **2.0 Suggested Audience**

All teaching and support staff

## **3.0 Related policies**

- 3.1 This policy is part of a suite of policies which should also be referred to:

- Child Protection Policy
- Behaviour Policy
- Safer Recruitment and Procedures Policy
- Complaints Procedure
- Equality and Diversity Policy
- Health and Safety Policy
- ICT Policy and Procedures
- Anti-bullying Policy

## **4.0 Mission Statement**

Barrow 1618 C of E Free School will provide high quality teaching and learning through a broad and balanced curriculum. We will maximise the use of learning and teaching outside of the classroom across the curriculum where this is relevant and beneficial. Opportunities for outdoor learning will be considered and included in all planning. Through rigorous attention to detail in assessment and self-evaluation we will ensure continuous school improvement.

## **5.0 Introduction**

- 5.1 The statements, aspirations and targets in this document represent a clear, but broad approach, which will be shared and developed in close consultation with School staff. The implementation of this policy will be agreed and carefully introduced in close collaboration with School staff.
- 5.2 The School is committed to ensuring that all learning activities provide a safe, enjoyable and positive experience for Children as participants and for the staff whose involvement is integral to the development of quality opportunities and services. Safeguarding children is a priority for the School and all staff are committed to ensuring that our procedures are continuously reviewed, improved and in line with development and government legislation.

- 5.3 This policy now provides a generic statement on what parents/carers, the community, Children and staff can expect from us, as a minimum standard, in the area of child protection. The policy and procedures will be transparent and open to inspection by anyone and these detail how concerns about the wellbeing of Children will be responded to. It provides a reference point for all, in the quest for making student's lives as safe as possible. We are aware that we cannot do this alone and will expect staff to adhere to our practices. The term 'staff' is used to include all employees, full or part time, volunteers and anyone working on a paid or unpaid basis on behalf of the School.
- 5.4 This document makes a commitment to review and to adapt to change in a positive stance on all areas of child protection. This policy is mandatory for all staff working for or on behalf of the School. The policy and procedures will be reviewed whenever there is a significant change in Child Safeguarding and Protection legislation or following a major investigation.

## **6.0 Policy Statement**

### **6.1 Introduction**

- 6.1.1 It is the policy of School that all young people have a right to protection and for their welfare to be paramount. The following Safeguarding Children procedures will be formally adopted and made known to all staff. By the nature of the organisation, it is inevitable that various degrees of contact with Children will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and promoting their welfare as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.
- 6.1.2 We expect agencies and organisations and other stakeholders, with a remit for working with Children, that we work with or who hire our facilities, to adhere to our procedures as a minimum standard or operate their own effective Child Protection Policy.
- 6.1.3 This policy relates to 'children' and young people under the age of 18 and to vulnerable people over the age of 18. We recognise the needs and vulnerability of children from minority ethnic groups and those who are disabled or who have a Special Educational Need. The policy and procedures apply to all children and young people regardless of gender, ethnicity, disability, sexual orientation or religion. The term 'young people' will be used to include those under 18 years old and vulnerable adults.
- 6.1.4 This document should be read in conjunction with the guidance at:  
<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/> and the publication **Keeping Children Safe in Education (DfE)** - (July 2015)
- 6.1.5 The School will make full use of all common reporting frameworks, for example the Common Assessment Framework (CAF) and its digital equivalent (eCAF). The School will ensure that staff deal promptly and efficiently with all concerns connected with safeguarding. This will involve prompt and secure transfer of information when Children move from the School and equally, an expectation and pro-active request for information

when Children move to the School, to ensure at all times that Children' health, welfare and education are protected.

## **6.2 Responsibilities**

### **6.2.1 The School Governing Body will:**

- Accept the responsibility to implement procedures to provide a duty of care for young people, safeguard their well-being and protect them from abuse
- Respect and promote the rights, wishes and feelings of young people
- Recruit, train and supervise its staff to adopt best practice to safeguard and protect young people from abuse and to reduce the likelihood of allegations made against them
- Require staff to adopt and abide by the School Safeguarding Children Policy and Procedures
- Make people feel confident in reporting any issues on child protection
- Respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures, if required.
- Nominate a Governor who has specific responsibility to ensure that all Safeguarding, Child Protection and Independent Safeguarding Authority issues within the School are fully addressed.

## **6.3 Principles**

### **6.3.1 The guidance given in the procedures is based on the following principles:**

- The welfare of young people is the primary concern
- All young people, whatever their age, gender, racial origin, religious belief, disability and sexual orientation have the right to protection from abuse
- It is everyone's responsibility to report concerns but it is the responsibility of Children's Services and/or the Police to determine whether or not abuse has taken place
- All incidents or allegations of suspicious poor practice or abuse will be taken seriously and responded to appropriately
- Confidentiality will be upheld at all times and in line with the Data Protection Act
- There is a consistent understanding of acceptable behaviour of young people towards other young people and staff within any organised activity, service or programme.
- Discrimination, prejudice and oppressive behaviour or language are unacceptable within all activities, programmes or services.

## **7.0 Recognition of poor practice, abuse and bullying**

### **7.1 Introduction**

7.1.1 It is not always easy to recognise a situation where abuse may occur or has already taken place. School staff have a responsibility to act if they have any concerns about the behaviour of an individual towards a young person. The School encourages and expects staff to discuss any concerns they may have

about the welfare of a young person immediately with the School Designated Senior Person (DSP). (See Child Protection and Associated Training Policy.)

## **7.2 Abuse**

7.2.1 There are four main forms of abuse and the effects of each can be highly damaging, both emotionally and physically, to a young person. We recognise that perpetrators of abuse can be:

- Both male and female (adults and other young people)
- Well known and trusted by the young person

7.2.2 The abuse can happen anywhere (home, School, trips, activities).

## **7.3 Physical Abuse**

7.3.1 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/carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

## **7.4 Neglect**

7.4.1 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. It may involve a parent/carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

## **7.5 Emotional Abuse**

7.5.1 Emotional abuse is the persistent emotional ill-treatment of a child or young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on young people. It may involve causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of ill-treatment of a young person, though it may occur alone.

7.5.2 Emotional abuse can take place through the inappropriate use of technologies which include:

- Cyber - e-mail, internet chat rooms, social networking sites
- Mobile phone - threats by text message and calls
- Other technology - mobile phone cameras, cameras and videos

## **7.6 Sexual Abuse**

7.6.1 Sexual abuse involves forcing or enticing a young person to take part in sexual activities, whether or not they are aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways. It will also include sexually aggressive behaviour, which may be verbal, physical or involve images. Homophobic bullying is a pernicious activity which Children will be sensitively educated about and will be quickly and effectively addressed by the School whenever a case is suspected.

7.6.2 Sexual abuse can take place through the inappropriate use of technologies which include:

- Cyber - e-mail, internet chat rooms and social networking sites
- Mobile phone – sexualised text message and images
- Other technology - mobile phone cameras, cameras and videos

## **7.7 People with a disability or Special Educational Needs**

7.7.1 Children with a disability are particularly vulnerable to abuse for several different reasons more often than not depending on their impairment. Dependency on others may make a young person feel powerless to report abusive treatment. Different communication methods or an individual's lack of vocabulary might also prove to be a barrier for a child wanting to communicate their concerns.

## **7.8 Race and Racism**

7.8.2 Young people from black and minority ethnic groups may experience harassment, racial discrimination or institutional racism. Although racism causes harm, it is not in itself a category of abuse, however it may be categorised as emotional abuse. The School recognises and celebrates the rich cultural heritage of its Children, staff and communities and will respond promptly and efficiently to address any instance of discrimination or harassment in this area.

## **7.9 Identifying Signs of Possible Abuse**

7.9.1 There are certain signs of abuse, both in a young person's appearance and behaviour, which may alert an individual to the possibility that abuse, is occurring. Some of these signs are common to all types of abuse; others are more specific. Knowing the signs to be aware of is essential for recognising a real or potential problem. However, the presence of any one sign in itself may not necessarily mean abuse is occurring, and conversely, a young person who is being abused may show none of the obvious signs. Such factors make the issue of child abuse more complex, but all concerns and suspicions should be reported and acted upon accordingly. The following are indications that a young person may be being abused:

- Unexplained bruising or suspicious injuries
- An injury for which the explanation seems inconsistent
- The young person describes what appears to be an abusive act involving him/her
- Unexplained changes in behaviour (becoming very quiet, withdrawn, outbursts of temper)
- Inappropriate sexual awareness or engaging in sexually explicit behaviour
- Distrust of adults, particularly those with whom a close relationship would normally be expected
- A young person has difficulty in making friends
- Changes in appearance such as weight loss

7.9.2 Remember that at all times the welfare of the young person is paramount. If a young person's behaviour or your observations give rise to concern then talk to them sensitively to find out if there is anything wrong or discuss your concerns with the DSP. It may be appropriate to raise your initial concerns with parents, but do so only after discussing this with the DSP.

## **7.10 Bullying**

7.10.1 In child abuse cases it is important to recognise that it is not always an adult who abuses a young person. For example, in the case of bullying, the abuser may be another young person. Bullying is defined as 'The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves'.

7.10.2 The School anti-bullying policy covers more detailed information about the School approach to bullying and should be referred to if bullying is suspected.

7.10.3 Bullying behaviour can take a variety of forms including:

- Emotional - Being unfriendly, excluding and tormenting
- Physical - Pushing, punching, kicking and any other violence
- Racist - Taunts, graffiti and gestures
- Sexual - Unsolicited contact, sexually abusive comments
- Disability - Picking on people because of their physical or mental disabilities or those Children with Special Educational Needs
- Homophobic/Transphobic – Criticising, name calling or making fun of a person because of their sexuality
- Verbal - Teasing, name calling, spreading rumours
- Cyber - E-mail, internet chat rooms, social networking sites
- Mobile phone - Threats by text message and calls
- Other technology - Mobile phone cameras, cameras and videos

## **7.11 Indicators of Bullying**

7.11.1 Signs and symptoms of bullying are varied but can be displayed in the following behaviour. The bullied party:

- Does not want to walk to and from the School

- Does not want to use public transport or the School bus
- Insists that they are driven to and from the School
- Changes their normal routine
- Begins to truant for no apparent reason
- Becomes withdrawn or displays a sudden lack of confidence
- Is reticent to speak to other peers or teachers
- Attempts or threatens to commit suicide
- Runs away from home
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares
- Is continuously complaining of feeling unwell in the morning and at school.
- Displays a downturn in their academic standards
- Possessions and clothes torn or damaged or go missing
- Asks for money or steals money (to pay bully)
- Loses dinner money on a regular basis
- Has a sudden increase in bruises or cuts which the student finds difficult or are unwilling to explain
- Comes home hungry (money or lunch has been stolen)
- Stops eating
- Suddenly displays unusual aggressive and disruptive behaviour
- Starts to bully other peers or family siblings
- Is reticent or unwilling to talk about what is going wrong
- Shows a sudden drop off in their use of the mobile phone or internet chat rooms

## **7.12 The action the School will take:**

7.12.1 When an incidence of bullying has occurred the School will ensure the following procedures will take place:

- If bullying is suspected or reported, the member of staff who has been approached will deal with the incident immediately
- A clear account of the incident will be recorded and given to the appropriate pastoral manager
- The **Head Teacher – or nominee** will interview all concerned and will record the incident in the incident book. This will ensure that all incidents throughout the School are logged.
- Class Teachers will be informed and an appropriate support strategy agreed with the victimised student(s)
- Class Teachers will be informed and an appropriate support strategy agreed with the student(s) who has/have perpetrated the bullying
- Parents/carers will be kept informed at all times
- If a student is to be given a written warning then a copy of the letter will be sent to the parent/carer(s)

- The School will consider accessing specialist support for Children who may be in need of such help.
- Governors will be kept informed of any serious incidents and any follow-up action will be determined at the Governors meetings. It may be appropriate for a subcommittee to be formed.
- If the bullying continues, parents/carers will be asked to come into the School to meet the appropriate member of staff and a member of the Governing Body. The student(s) will be asked to sign a contract of behaviour and he/she may be isolated from other Children during break and lunch
- Incidents will be reviewed to identify Children, type, style and location of bullying. This will enable the School to identify patterns and to develop appropriate action plans
- Punitive measures will be implemented as appropriate in consultation with all parties concerned, and in line with the School Behaviour Policy
- Liaison with the SEN/Inclusion Co-ordinator will be made to ensure there is targeted support to address the underlying issues
- In extreme circumstances the School Head Teacher may deem it necessary to contact the Police and legal procedures may result
- Any record kept will only be accessed for review by the designated person(s) responsible for monitoring the anti-bullying strategy in relation to setting School action plans.
- Records may also be accessed by the Head Teacher or pastoral support staff if a student is a repeat offender

### **7.13 Bullying by text, social networking sites and mobile phones**

- Children will be warned about the need for care when giving out their mobile phone number
- A record should be kept of the date and time of any offensive messages
- Children should be encouraged to show the messages to a member of School staff
- Children who report bullying by text message will be taken seriously
- The student's family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it should be treated as any other serious bullying incident
- Malicious e-mails and messages on social networking sites should be dealt with in the same manner
- Children who take photographs on their phones with malicious intent should be dealt with in the same manner

7.13.1 The School will follow Department for Education (DfE) guidance on safe internet use and ensure all Children are taught how to protect themselves when using the internet.

## **8.0 Prevention of Abuse**

### **8.1 Recruitment and training of employees who will have direct or indirect contact with young people**

8.1.1 This guidance should be considered alongside the **Safeguarding Children and Safer Recruitment in Education** guidance (Department for Education and Skills, 2006) and **Keeping Children Safe in Education** (DfE, 2014).

- The term 'direct' contact with young people refers to a member of staff who has responsibility for young people in a supervisory role. It is usual in this situation for parents/carers not to be present
- The term 'indirect' contact with young people refers to an employee that may come into contact with young people during the course of their work

### **8.2 Procedures for recruitment**

8.2.1 Guidance in the DCSF **Safeguarding Children** document (above) must be followed. The appendices in this guidance give the following order of events:

- Vacancy advertised (where appropriate)
- Advertisement includes reference to the Safeguarding Policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked
- Applications on receipt scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short listing
- Short list prepared
- References - Sought directly from referee on short listed candidates: ask recommended specific questions; the suitability of candidates to work with young people and whether candidates had any disciplinary offences or procedures; past or pending.
- On receipt - checked against information on application; scrutinised:
- Any discrepancy/issue of concern noted to take up with applicant (at interview if possible)

### **8.3 The recruitment and selection checklist Date**

- Invitation to interview -includes all relevant information and instructions
- Interview arrangements -there must be at least 2 interviewers: panel members must have authority to appoint and have met and agreed issues and questions/assessments criteria/standards
- At least one member of the interview panel must have completed the Safer Recruiting training
- Interview - explores applicants' suitability for work with children as well as for the post

- N.B Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file; where appropriate applicant's completed application for CRB Disclosure
- Conditional offer of appointment – pre appointment checklist - offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period:
  - References (if not obtained and scrutinised previously)
  - Identity (if that could not be verified straight after the interview)
  - Qualifications (if not verified on the day of interview)
  - Permission to work in UK ( if required)
  - DBS – Where appropriate, satisfactory DBS Disclosure received
  - LIST 99 – person is not prohibited from taking up the post
  - Health – the candidate is medically fit
  - General Teaching Council (GTC) or equivalent body registration England – (for teaching posts in maintained schools and non-maintained special schools) the teacher must be registered with the GTC
  - QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS)
- Statutory Induction (For teachers who obtained QTS after 7 May 1999)

#### **8.4 Training:**

8.4.1 In addition to pre-selection checks, the safeguarding process includes training after recruitment to help employees to:

- Analyse their own practice against established good practice, and ensure their practice reduces the likelihood of allegations against them.
- Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse.
- Respond appropriately to concerns expressed by a young person.
- Work safely and effectively with young people.

8.4.2 The School:

- Will nominate a person as a Child Protection Officer
- Staff working with young people will attend recognised Child Protection awareness training as soon as this can be arranged following their appointment
- Training levels are appropriate to staff contact with young people and their responsibilities for child welfare within the School
- Appropriate training will be provided for staff who may have indirect contact with young people during the course of their work

- The DSP will receive specific training to support their more enhanced role

8.4.3 Records will be kept of all staff training, naming individuals and detailing what training they have received and when. These will be kept with the central CRB/DBS register. (see below) A Schedule of Training will be kept and included as part of the induction process for new staff.

## **8.5 DBS Checking**

8.5.1 **The Single Central Register (SCR) will accurately record all relevant information about every adult associated with the School (see below) within a single document, which may be also digitally held and kept securely in one place. There will be limited access to the register and the people who have access will be named and advised.**

The SCR will contain the minimum details:

1. Full name (and maiden name for married women) (Verified by passport or photo id driving licence)
2. Date of birth
3. Enhanced CRB reference number
4. Address, with post code (Verified with current utility bill)
5. Qualifications (include date verified and name of verifier)
6. Record of references (Dated and verified)
7. Permission to work in UK, if not British
8. Records on the 'Prohibition' List

8.5.2 All personnel who come into regular contact with children, whatever their status, will be DBS checked, including Governors. The School's Administrator will have responsibility for rigorously maintaining the Central Register, under the guidance of the Head Teacher and Link Governor. **All School staff will be given an enhanced DBS check, before starting work, as part of the Independent Safeguarding Authority (ISA) guidelines.**

8.5.3 DBS checking will be rigorous and records will be kept of references obtained in the appointment process detailing when they were obtained and who checked them. These details will also be clearly recorded on the SCR.

Note: DfE guidelines: **Guidance for safer working practice for adults who work with children and young people** should be consulted

## **8.6 Code of Behaviour for Staff**

8.6.1 **The School has the highest expectations for all staff, to be excellent models of exemplary behaviour and attitude in all circumstances.** In order to ensure adherence and understanding, all individuals working for or on behalf of the School will behave in an appropriate manner towards all Children. Young people taking part in School activities will be expected to treat each other with mutual respect and dignity. School staff will ensure that acceptable standards of behaviour are communicated to Children.

## **8.7 Guidance and Procedures relating to activities and services**

8.7.1 In the course of preventing abuse to young people the School has established guidance and procedures related to activities and services.

## **8.8 Use of photography, video recording, image recording and mobile phone cameras**

8.8.1 There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young people.

8.8.2 When using professional photographers or inviting the press to an School activity, the School will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to young people or one to one photo sessions at events

8.8.3 Parents, carers and spectators intending to photograph or video at an event will be required to follow the School's guidelines regarding the appropriateness of photographs.

8.8.4 Young people and their parents/carers will be requested to report any concerns to the event organiser  
Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern

## **8.9 Organised photographic opportunities**

8.9.1 The majority of promotional and press releases will be organised through the School Management. These are generally agreed by both parties in advance. The School undertakes not to use young person's images unless we have written consent for both the taking and publication of films or photographs from the parent or carer.

8.9.2 When a media photographer arrives at the venue he/she will be required to have formal ID and have it to hand at all times and follow all professional codes of best practice.

8.9.3 If there is any doubt about the ID, the Head Teacher should be contacted. The School will ensure that the young person's names are not mentioned in publications if requested by the parents/carers.

## **8.10 Internet**

8.10.1 The School operates secure access to the internet through the Internet provider, preventing access to inappropriate web sites, chat rooms and social networking sites. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which will be monitored. Any employees discovered to have accessed or placed inappropriate material on the Internet will be subject to the ICT and Acceptable Use Policy (AUP) Policies and Procedures.

**The School will follow current DfE guidance on safe internet use and ensure all Children are taught how to protect themselves when using the internet.**

### **8.11 Visitors and Site Security**

8.11.1 The School will extend a warm welcome to all parents and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our Children and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls will ensure that all Children are fully protected from any malign influences or abuse.

### **8.12 Collaboration with *Shropshire* Council**

8.12.1 The School will share information about Children and their families in a secure and sensitive manner, to protect the safety, well-being and learning of each student. The CAF and eCAF will form an important element of this communication. The School will endeavour to take advantage of *Shropshire* expertise too, for example, through the use of personnel such as the Pupil Tracking Officer, and others.

## **9.0 Responding to Disclosures, Suspicions and Allegations**

9.1 Please see Child Protection Policy for how this is dealt with, including allegations of abuse against staff.

## **10.0 Monitoring and review of this guidance**

10.1 This policy will be reviewed every year by **Nominated Postholder** as a minimum or as soon as possible after any changes in the most recent advice or guidance.

## **11.0 Approval by Governing Body and Review Date**

11.1 This policy and plan has been formally approved and adopted by the Governing Body at a formally convened meeting of the Human Resources committee under delegated powers.

Signed: \_\_\_\_\_  
(Chair of Governing Body)

Date: \_\_\_\_\_

Review date: \_\_\_\_\_

**End of Statement**

