

FERNDEARLE SCHOOL

SAFEGUARDING POLICY

Written By	Zara Malyon
Creation Date	Oct 14
Adopted by Directors	January 2015
Last Review Date	January 2016/updated July 2016
Next Review Date	July 2017

Safeguarding Policy Statement

Key Contact Personnel:

Designated Child Protection Co-ordinator for
Ferndearle School:

Zara Malyon – 07809 351933

Other available personnel and guidance:

Rachel Turner (for The Birches Home) – 07809 351934
or 01303 250699

Sonata Brisley (for Heather Lodge Home) – 07809
351921 or 01303 850182

Jayne Redfern (HR & Responsible Individual) – 07852
362220 or 01303 850182

LADO – 03000 410888

Local Child Protection Team – 03000 411111 – out of
hours: 03000 419191

Ofsted - 0300 1231231

INTRODUCTION:

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfES guidance, The DfES guidance Keeping Children Safe in Education (March 2015 and September 2016), the Framework for the Assessment of Children in Need and their Families (2000) and Working Together to Safeguard Children (March 2015).

Safeguarding incidents can happen anywhere and Ferndearle School staff are aware of this. Due to our close day to day contact with children, “education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse and neglect at an early stage” (*Working Together to Safeguard Children 2015*).

All staff at Ferndearle School take seriously our responsibility under Section 157 Education Act 2002 to safeguard and promote the welfare of our pupils/students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm. All staff may raise concerns directly with Children’s Social Care services. Safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or to the Headteacher.

Ofsted’s definition of safeguarding

“Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; academy security.” (*Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted 2011*).

This policy should thus be understood alongside school policies on related safeguarding issues.

All relevant policies will be reviewed on a regular basis by the appropriate staff with responsibility for oversight of school safeguarding and child protection systems. The Designated Child Protection Co-ordinator (DCPC)/Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Management Team.

ETHOS

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

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

Ferndearle School will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern.
- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to.
- Providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties.
- Promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right.
- Ensuring all steps are taken to maintain site security and student's physical safety.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.
- Developing effective and supportive liaison with other agencies.

RESPONSIBILITIES

The Head Teacher who is the DCPC has overall responsibility for the day to day oversight of safeguarding and child protection systems in Ferndearle School.

These include:

- Co-ordinating safeguarding action for individual children.
- Liaising with other agencies and professionals.
- Ensuring that locally established procedures are followed and making referrals as necessary.
- Acting as a consultant for staff to discuss concerns.
- Maintaining a confidential recording system.
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings.
- Organising training for all staff.

Child Protection and welfare are the responsibility of all staff in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the Headteacher (DCPC). THIS MUST BE IMMEDIATELY THE CONCERN COMES TO LIGHT. If for any reason the DCPC cannot be contacted immediately, then staff should contact the Responsible Individual whose contact details are outlined above. In the event that neither of the aforementioned can be contacted immediately, either of the Home Managers should be contacted whose contact details are outlined above.

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

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Refer to Flow Chart (Appendix 1)

On occasions, staff may pass information about a child to the DCPC, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DCPC further progress (although they should not expect to be given confidential detail), so that they can reassure themselves the child is safe and their welfare being considered.

A statement in the schools prospectus will provide information about the schools duties and responsibilities under child protection and safeguarding procedures.

Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse (Appendix 2):

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable. It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place. It is also important to remember that a safeguarding issue can occur between two young people whereby one has harmed the other or whereby two young people or even more, are engaging in behaviour which is harmful to each other.

INDUCTION AND TRAINING

All school staff will be offered an appropriate level of safeguarding training (to include internal school procedure and responsibilities; child protection process; how to recognise and respond to signs and symptoms of concern and abuse; safe working practice) and must undergo refresher training every three years. Training is organised by the DCPC in line with government guidance.

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

The DCPC will ensure that all new staff and volunteers are appropriately inducted as regards the schools internal safeguarding procedures and communication lines.

RECORD KEEPING

Staff must record any welfare concern that they have about a child on a safeguarding incident/concern form (with a body map where injuries have been observed) to be passed to the DCPC. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Safeguarding records are kept centrally and securely by the DCPC and are shared on a 'need to know' basis only. They should be held separate from the child's curriculum file.

ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

Ferndearle School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Area Children's Officer - Children's Safeguards Team (who fulfils the Local Authority Designated Officer (LADO) function) to agree further action to be taken in respect of the child and staff member.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

ALLEGATIONS INVOLVING HARMFUL BEHAVIOUR BETWEEN CHILDREN OR CONCERNING A CHILD'S BEHAVIOUR TOWARDS ANOTHER CHILD OR CHILDREN

Any safeguarding allegations between students should be referred immediately to the Headteacher who will consult with the relevant Local Authority and follow relevant procedures.

CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DCPC(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DCPC can seek advice from the Children's Safeguard's Team (Appendix 1).

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Safeguards Team or Children's Social Services), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the DCPC **immediately they become aware of it**. The child should be told who their disclosure will be shared with and what will happen next.

CURRICULUM AND STAYING SAFE

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Working Together to Safeguard Children (2013) states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience".

Ferndearle School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their School experience.

Children at Ferndearle School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

E-SAFETY

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

SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DCPC.

SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice.

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

PHYSICAL RESTRAINT

Physical intervention should only be used when the child is endangering him/herself or others or damage to property and such events should be recorded and signed by a witness. Staff should be aware of the ***Behaviour Management and Physical Intervention Policies***, and any physical interventions must be in line with agreed policy and procedure

in which appropriate training should be provided. Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People**. Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People**, the schools **E-Safety Policy** and **Acceptable Use Policy**.

COMPLAINTS

The School has a **Complaints Procedure** available to carers, pupils/students and staff who wish to report concerns.

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

SAFER RECRUITMENT

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

The Management will ensure that the Head Teacher and other senior staff responsible for recruitment complete accredited Safer Recruitment Training in line with government requirements.

SECURITY

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole school community ethos and welcome comments from pupils/students carers and others about areas that may need improvement as well as what we are doing well.

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

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

Child Protection Procedures Flow Chart

In the event of a child protection issue including: past and present allegations/observations regarding an adult against a child or a child against a child or matters that come to our attention about young people being at risk from any person outside of Ferndearle



Ensure the safety of the child

If the alleged perpetrator is in the building separate them from the child.



Contact the Child Protection Manager

Heather Lodge – Sonata Brisley & Brian Sinnott 01303 850182 mobile 07809 351921 or 07809 351918

The Birches – Rachel Turner- 01303 250699 mobile 07809 351934

Ferndearle School – Zara Malyon -07809 351933

**In the event of the Child Protection Manager being named as the alleged perpetrator or
In the event of the relevant person not being available at the time of the allegation contact**

Operations Director(OD), Sonata Brisley – 01303 850182 or 07809 351921 or,

Responsible Individual (RI) Jayne Redfern – 01303 850182 or 07852362220

DO NOT QUESTION OR INTERVIEW THE CHILD



Record the Disclosure in writing in the style of a discussion NOT a statement

This record should be verbatim (refer to Pages 17&18 of the Safeguarding Policy and procedure)



Immediately where necessary or within 24 hours of the disclosure

CPM MUST TAKE ONE OF THE FOLLOWING COURSES OF ACTION:

1. contact LADO for a consultation using the appropriate form

LADO Central Number - 03000 410888

(For the avoidance of doubt LADO is contacted only if the allegation is with regards to a minor and is against an adult who works with children in any sector)

School Education contact numbers: Local 03000 415057 or Head Office 03000 415788

2. If the allegation is against a child in the home or school towards another child or for matters that come to our attention about young people being at risk from any person outside of Ferndearle who would not fit into the category of being reported to LADO

Contact The Local Central Referral Unit (CRU)

CRU contact: 03000 41 11 11 out of hours: 03000 419191



CPMs must remember that the OD and the RI must be informed of all safeguarding issues

Immediately where possible or within 24 hours

CPM to collate and send off information for referrals and notifications; CPM to contact all other relevant persons which include: the young person's Social Worker; the parents of the child (in consultation with Social Worker(s); if the allegation concerns a staff member or child residing or learning at Ferndearle, inform the Social Workers & the parents (in consultation with Social Workers) of all children living or being educated at Ferndearle; inform OFSTED. These bodies must be informed that a referral or notification has occurred; the type of any subsequent investigation; the outcomes of any investigation and the actions taken.



CPM must immediately start a Chronology; recording all tel. and email notifications and actions taken; CPM must ensure that all ITEMS are dated with the time that these took place. This will include any details of referrals or notifications on line, the type of any investigation; the outcomes of any investigation and the actions taken.

APPENDIX 2 - DEFINITIONS OF ABUSE

Physical Abuse

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to the 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 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 and may include interactions beyond the child's developmental ability, overprotection, limitation of exploration or learning, prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying (including Cyberbullying) causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although 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 penetrative (i.e. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, or watching sexual activities, or 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. It may occur in pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, shelter and clothing (including exclusion from home or abandonment), failing to protect a child from physical or emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.