SAFEGUARDING POLICY SEPTEMBER 2021

Rationale

The safety and protection of children, young people and adults at risk (our students) is of paramount importance to everyone in this school; safeguarding is everyone's responsibility. Staff in our school take all welfare concerns seriously and encourage our students to communicate to us about anything that may worry them. We expect our visitors to share the same stance.

Safeguarding and promoting the welfare of children is best defined as:

'Protecting children from maltreatment; preventing impairment of children's mental and physical health; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes'.

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents (see links below) 'Working Together to Safeguard Children' (August 2018) and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (Sep 2021), as well as the Multi Agency Children's Safeguarding Arrangements for RBWM as set out on the Multi Agency Safeguarding Partners for RWBM website.

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

https://rbwmsafeguardingpartnership.org.uk/

Additionally, given we have students aged 18 & 19, safeguarding procedures as set out by The Care Act (2014) will be followed for them:

https://www.legislation.gov.uk/ukpga/2014/23/contents/enacted

Aims

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children, young people and adults at risk
- To ensure that all school personnel are able to identify safeguarding concerns and are aware of what action to take, including making relevant referrals to Early Help Services or Safeguarding Services
- To create and provide a learning environment that is safe, secure, warm and welcoming for students, combined with sound security systems and procedures
- To establish and maintain an ethos where students and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously

- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and external agencies
- To ensure compliance with all relevant legislation connected to this policy

Abuse

TYPES OF ABUSE

There are four types of child abuse as defined in ‘‘Working Together to Safeguard Children' (Aug 2018)

Physical abuse - may involve hitting, shaking, throwing, poisoning, burning/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 - 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. 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or 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 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 include a failure to:

- Provide adequate food, clothing and shelter.
- 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.
- Respond to a child’s basic emotional needs.

SIGNS OF ABUSE

Physical abuse - Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child’s medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the ‘soft’ parts of the body

where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.
The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

Emotional Abuse - Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Developmental delay in terms of emotional progress.

Sexual Abuse - All Staff and Volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Discomfort when walking or sitting down.
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.

Neglect - It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

Contextual Safeguarding Concerns

Contextual Safeguarding is the approach of understanding and responding to risk and harm to a child, young person or adult at risk that is beyond their families. It recognises that different relationships that are formed in neighbourhoods, schools or on-line can feature violence and abuse. Key issues are:

Children Missing From Education: A student going missing from education is a potential indicator of abuse or neglect. By law the school has an admission register and an attendance register and all students are placed on both. The Designated Safeguarding Lead is responsible for monitoring attendance and will notify the local authority when a student's attendance falls below 90% for a consistent period or has been absent without the school's permission for a continuous period of 10 school days or more. In addition to this the school will inform the local authority of any student who

- Has been taken out of school by their parents and the school has received written notification from the parents they are being educated outside the school system.
- Has ceased to attend school and no longer lives within reasonable distance of the school.
- Has been certified by a medical professional as unlikely to be in a fit state of health to attend school.
- Are in custody for a period of more than four months.

- Have been permanently excluded.

Child Sexual Exploitation: This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child believes they are voluntarily engaging in sexual activity. Child sexual exploitation does not always involve physical contact and can happen online. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education

Honour Based Violence: So called Honour Based Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. This includes Female Genital Mutilation (FGM) and Forced Marriage. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs causing long-lasting harmful consequences. Forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage.

Warning signs that FGM is about to occur to a girl can include a girl talking about;

- Being taken ‘home’ to family.
- A special occasion to ‘become a woman’.

Indications that FGM has occurred can include a girl presenting as:

- Having difficulty walking, sitting, or standing.
- Spending longer than normal in the toilet.
- Have unusual behaviour after an absence from school.
- Be particularly reluctant to undergo normal medical examinations.

Warning signs that Forced Marriage is about to occur can include:

- Request for extended leave of absence of failure to return from a visit to a country of origin.
- Fear about forthcoming holidays.
- Prevented from going on to further/higher education.
- Reports of Domestic abuse or Family disputes.
- Self-harm, eating disorders, depression.
- Siblings within the family reported missing.

All forms of HBV are abuse and will be handled and escalated as such. If a child discloses to a Teacher that they have been a victim of FGM or a Teacher observes signs that FGM has been carried out then that Teacher has a legal responsibility to report this in person to the relevant Police Force within one working day; this duty cannot be passed to another member of staff although the Teacher will be supported by the Designated Safeguarding Lead. If a member of staff who is not a Teacher has a disclosure of FGM made to them or observes signs that FGM has been carried out

then they will immediately inform the Designated Safeguarding lead who will take the lead on reporting this.

Radicalisation – Prevent Duty: As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. As a school:

- We will protect children and young from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervene as appropriate. We will consider the level of risk to identify the most appropriate referral.
- We will ensure that our safeguarding arrangements take into account the policies and procedures of the Multi Agency Safeguarding Partners for RWBM
- We will make sure that annual staff training on PREVENT strategy gives them the knowledge and confidence to identify children at risk of being drawn into terrorism. Staff will know where and how to refer children and young people for further help.
- We will ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.
- The Leadership Team monitors behavioural and safeguarding concerns on a daily basis, with weekly monitoring focus in Leadership meetings. Ofsted, when assessing the effectiveness of the school, makes a judgment on the school's approach to keeping pupils safe from the dangers of radicalisation and extremism.
- We promote the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. Through those, we contribute to our students' acceptance of our diverse society.

Peer on Peer Abuse: All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. It may be appropriate to regard a young person's behaviour as abusive if:

- Bullying/cyberbullying.
- Physical Abuse/causing physical harm
- Sexual violence/sexual assault/sexual harassment/sexism
- Up-skirting (which is now criminalised under the Voyeurism (Offences) Act 2019)
- The behaviour of the perpetrator includes sexual violence/sexual harassment
- Sexting

It will be the Designated Safeguarding Lead's professional judgement to determine whether abuse has taken place or was intended to take place. If abuse is identified then the same procedure will be followed by the DSL as if the perpetrator was an adult i.e. referral to Social Care.
The curriculum ensures that students are taught about safeguarding via relationships and sex education and health education (RSHE) https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Serious Violence: All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Child criminal exploitation: County Lines: Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs who groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in

county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can be perpetrated by individuals or groups, males or females, and young people or adults.
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Mental Health: Mental Health problems can be a potential sign that a person is suffering or has suffered abuse. Poor mental health can also have a significant impact on a person's functioning and therefore hinder their ability to keep themselves safe from further harm. In order to support our students whom are experiencing mental health issues, we have a range of emotional therapies which can be referred to by the student, their parent, or class staff. Therapies include:

- Play Therapy, Drama Therapy, Art Therapy, Music Therapy, Talking Therapy, Equine Therapy, and Self-Esteem groups

On-Line Safety: Manor Green School takes a robust approach to the on-line safety of our students in order to allow them to use technology in a safe environment. By implementing on-line filters and monitoring our IT systems we are able to minimise three areas of risk:

- Content; being exposed to illegal, inappropriate or harmful material
- Contact; being subjected to harmful online interaction with other users
- Conduct; personal online behaviour that increases the likelihood of, or causes, harm

In addition to our own IT security measures we implement a policy of pupils not having access to any of their own mobile technology throughout the school day unless supervised by staff (Sixth form pupils only).
Pupils are taught about on-line safety via PSHE lessons and specific assemblies. On-line safety guidance for staff is covered within the school's Safeguarding Training sessions.
We carry out annual audits of our on-line safety management supported by an on-going risk assessment.

Further causes of Safeguarding: Listed below are other concerns, although not exhaustive, that can result in safeguarding concerns.

- Children missing from home/care
- Children with family members in prison
- Domestic Abuse
- Homelessness
- Substance/Alcohol Misuse

Manor Green School will incorporate signs of abuse, specific safeguarding issues, and further causes of safeguarding into briefings and ongoing training for staff, volunteers and governors.

Safeguarding roles and responsibilities

The Governing Board

The Governing Board are responsible for ensuring that the statutory guidance and legislation is followed. Our school has a link governor who visits the school regularly to liaise with the Designated Safeguarding Lead and to report back to the Governing Board.

The Governing Board must ensure the school meets the following key requirements:

- The Safeguarding policy, procedures and training are effective and comply with the law;
- The school contributes to inter-agency work, meeting statutory requirements;
- The school takes into account the procedures and practice of Multi Agency Safeguarding Partners for RBWM;
- There is a nominated governor to deal with any allegations of abuse made against the Headteacher;
- There is a staff code of conduct which includes staff use of social media;
- That a senior member of staff is appointed by the Governing Board to act as the Designated Safeguarding Lead;
- Consideration is given to how safeguarding is taught to students;
- Safer recruitment procedures, including appropriate use of reference checks on new staff and volunteers, are in place;
- There are procedures to deal with allegations of abuse against members of staff and volunteers;
- That any action taken is always in the best interest of the child and takes account of their wishes and feelings;
- That a Designated Teacher in charge of Children In Care is appointed;
- There are procedures are in place to report children missing from education (see link https://www.gov.uk/government/publications/children-missing-education)

The Headteacher

The Headteacher is responsible for:

- Ensuring all policies and procedures are followed by staff**;**
- Ensuring all staff are appropriately trained in safeguarding procedures;
- Ensuring everyone connected to the school is aware of this policy;
- Ensuring the Designated Safeguarding Lead works in accordance with all legislation and guidance;
- Ensuring there is always cover for the role of Designated Safeguarding Lead;
- Ensuring adequate resources are provided for all staff to undertake their role in safeguarding children;
- Ensuring safe recruitment practices are in place and legislation is adhered to;
- Liaising and seeking advice from the Local Authority Designated Officer (LADO) when the need arises and provide a written record for any LADO referrals. The Headteacher will always follow procedure and protocol as set out by the LADO.

The Designated Safeguarding Lead

The Designated Safeguarding Lead is the Head of Wellbeing and Safeguarding with cover being provided by the Deputy Designated Safeguarding Leads (Headteacher, Deputy Headteacher, Heads of Departments, Early Years Leader and Nurture Leader).

The Designated Safeguarding Lead(s) will meet the responsibilities outlined in Annex B of Keeping Children Safe in Education (Sep 2021) and follow the Multi Agency Safeguarding Partners for RWBM Procedures (as linked on page one of this policy)
Key points of the role of Designated Safeguarding Lead:

- Promptly refer all cases of suspected abuse to the relevant Local Authority Children's Safeguarding Services or Early Help Services
- Report any cases to the Police and DBS where appropriate
- Liaise with the Headteacher to keep them informed of any issues, especially ongoing enquiries under Section 47 of the Children's' Act 1989, or police investigations;
- Act as a source of support, guidance and expertise on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Receive appropriate annual training and deliver this training to staff, volunteers, parents and governors as required;
- Have a working knowledge of how Local Authorities conduct Initial and Review Child Protection Conferences and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to, and understands the school's Safeguarding Policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure electronic records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, in any measures the school may put in place to protect them;
- Ensuring the school's policies are known and used appropriately;
- Work with the Governing Board to ensure that the school's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly;
- Ensuring the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local Multi Agency Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave the school, ensure their Safeguarding file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

In addition to this they will:

- Seek advice when there is any uncertainty regarding a concern about a child or vulnerable adult;
- Consider any measures to be put in place to protect the student following an allegation of abuse;
- Only disclose personal information about a student to other members of staff on a need to know basis;
- Ensuring that electronic records are kept up to date with brief entry of concerns and actions to provide a chronology;
- Ensure that an indication of further record-keeping is marked on the student records;
- Provide prompt written reports when required by any agency in connection with safeguarding;
- Attend (or delegate this requirement to another appropriately informed member of staff) family support meetings, core groups, or other multi-agency planning meetings;
- Ensure that any student currently on a Child Protection Plan, who is absent without explanation, is referred to their Social Worker at the Local Authority;
- Ensure where there is an allegation of abuse by a student to another student that both students are considered as vulnerable and in need of consideration for action to be taken; referral for each student would be made, with all relevant parental and agency communication;
- Ensure that all school staff know how to recognise and refer any concerns;
- Ensure annual training is provided for all staff and themselves undertake annual training
- All Designated Safeguarding Leads will meet on a weekly basis to ensure that they have a complete safeguarding picture

<u>All Staff and Volunteers</u>

Safeguarding is everyone's responsibility as outlined in Keeping Children Safe in Education (Sep 2021). All staff are expected to fulfil the following duties as part of their role:

- Confirm electronically, via the School Bus, that they have read and understood this policy, the Behaviour Policy and Keeping Children Safe in Education Part 1(2021) and adhere to the guidance/instructions;
- Wear the appropriately colour coded lanyard whilst in school to facilitate easy recognition of visitors to school and those who have not received a DBS clearance;
- Be aware that they have a professional responsibility to keep safeguarding information confidential and also that we must share information with other agencies in order to safeguard children;
- Complete face to face safeguarding training on reporting procedures, identifying signs of abuse and the effects of it, every two years
- Highlight to senior staff and the safeguarding team if they do not understand the policy and procedure around safeguarding;
- Recognise that Safeguarding is their main responsibility and treat children's welfare with utmost importance;
- Know the Designated Safeguarding Leads (DSL) and how to report concerns;
- Report promptly any concerns of potential abuse,
- Be alert at all times to the signs of abuse, namely physical, emotional, sexual or neglect;
- Take notes and complete a concern form regarding any concerning remarks or marks on a child and pass directly to the DSL;
- Establish and maintain an environment where children feel safe to talk and where school personnel listen to children;
- Provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being and encourage students to assess risks to themselves;
- Know what to do if a child makes a disclosure and not promise confidentiality to any child, but always act in the interests of a child;
- Keep up to date with changes in procedures;
- Ensure that they conduct themselves correctly and in accordance with the school's Golden Rules at all times, both in and out of school, and do not put themselves at risk;
- Take every opportunity to preserve dignity when dealing with children;
- Provide privacy for manual handling and intimate care treatments;
- Report any concerns they have on any aspect of the school community;
- Alert a line manager or a more senior person if they feel a person or school practice is placing students at risk.
- Be aware of how to make an Early Help or Safeguarding Referral

The named members of staff for Safeguarding within the school are:

- Warren Griffiths (Designated Safeguarding Lead)
- Joolz Scarlett (Deputy Designated Safeguarding Lead)
- Helen Hannam (Deputy Designated Safeguarding Lead)
- Viktoria Kincses (Designated Teacher for Children in Care and Deputy Designated Safeguarding Lead)
- Rebecca Brosnan (Deputy Designated Safeguarding Lead)
- Rhiannon Rimmer (Deputy Designated Safeguarding Lead)
- Sarah Fraser-Thwaites (Deputy Designated Safeguarding Lead)
- Amelia King (Deputy Designated Safeguarding Lead)
- Shelley Thomas (Deputy Designated Safeguarding Lead)
- Rachel Goymer (Deputy Designated Safeguarding Lead)
- Sian Lewis (Deputy Designated Safeguarding Lead)

Safeguarding Governor: Gwenda Lilley – gwendalilley@gmail.com / 01628 783845

Chair of Governors: Richard Pelly – Richard.pelly@manorgreenschool.co.uk / 07876 032251
RBWM LADO: Jackie Alsop – lado@achievingforchildren.org.uk / 01628 796693

Confidentiality and GDPR

- We recognise that all matters relating to safeguarding are confidential. The Headteacher or Designated Safeguarding Lead(s) will disclose personal information about a student to other members of staff on a need to know basis only
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and to balance the risk of sharing with the risk of not sharing
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation
- Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. Information may still be shared without consent if, there is good reason to do so, such as where safety may be at risk. Judgement should be based on the facts of the case. When sharing or requesting personal information, the basis upon which it is being done must be certain

Reporting concerns about a student

- Whenever a member of staff has a concern about a student they will complete a Safeguarding Concern form **as soon as possible** ensuring as much detail is entered as possible. Concern Forms are available on SharePoint, in all class rooms, and from the main admin corridor
- **Personally** give the form to the Designated Safeguarding Lead (Deputy Designated Safeguarding Lead if the Head of Wellbeing and Safeguarding is unavailable) as soon as you have identified the concern and completed the form. Call people out of meetings if necessary
- This takes **priority** over anything else you have to do
- The Designated Safeguarding Lead (DSL) will discuss the concern with you to get clarification and further information. The DSL will make it clear the next steps to be taken and whether you will need to contribute further. If liaison is required with Social Care or an Early Help/Safeguarding Referral is needed then this will be completed by the DSL
- They will let you know if you need to remain vigilant for similar concerns and report them
- When a safeguarding concern is raised about a student, a safeguarding record will be opened for that student by the DSL. This will include a chronology of events and detailed case recording relating to any contact about that student. The safeguarding record will be on a secure electronic database
- If the DSL does not get back to you, you have a duty to check what action has been taken.
- If you are not satisfied a student is safe, or feel your concern has not been dealt with appropriately, the duty to get help remains with you

Escalating a Concern

- If you are not satisfied that sufficient actions has been taken about your concern then escalate this by speaking to the Headteacher.
- Remember there is no hierarchy in safeguarding. You can question anyone's actions to a member of the safeguarding team and they have a duty to act on any information given to them.
- If you are still dissatisfied with the action taken within school, notify the Chair of Governors or the Governor for Safeguarding.

- You can also make direct Early Help/Safeguarding referrals to Local Authorities or contact the LADO if you have serious concerns or you feel the school's safeguarding team is not acting. Alternatively you can contact the NSPCC Whistleblowing Hotline (0800 028 0285) for advice.

Disclosures of Abuse

- If a student is disclosing an act of abuse against themselves, listen quietly without investigating, clarify using open questions, reassure them they are right to tell someone and inform them that you must tell someone else, i.e. that you cannot keep this information to yourself.
- Record in writing, dated and signed, who has made the disclosure and the nature of it. This record should be handed to the DSL.

Allegations of abuse made against staff/adults

- Any allegations or concerns about staff, volunteers, or contractors working in connection with the school need to be reported immediately to the Headteacher (Deputy Headteacher in their absence)
- If the allegation is about the Headteacher it should be reported immediately to the Chair of Governors
- All concerns relating to staff, volunteers, or contractors will be passed on to the Local Area Designated Officer (LADO). If required the LADO may inform the relevant Police force
- If required, the LADO will convene a Strategy Meeting where next actions will be agreed. The member of staff at the centre of the allegation may be removed from duties and may be subject to agreed disciplinary procedures
- The school will act in line with statutory guidance and legislation as outlined in Keeping Children Safe in Education (Sep 2021)
- All employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide employee with a named contact if suspended
- Reporting concerns is everyone's duty. Reporting concerns regarding a child or an adult will not prejudice your status, position, or employment within school. Failure to do so may be a disciplinary offence. (See Whistleblowing Policy)

Early help and prevention

- The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families. Early Help is about supporting issues when first identified and preventing escalation
- Specific staff in Manor Green may be required to act as Lead Professional if an Early Help Plan has been identified as a required support for a child or their family
- If staff feel that an Early Help Plan would be of benefit then consent from parent or carer will need to be obtained before this process can begin
- The DSL will offer advice and guidance to staff wanting to implement this type of support and will lead on this
- Staff should, in particular, be alert to potential need for early help for a child who:

    - Is Disabled and has specific additional needs/special education needs
    - Is a Young Carer
    - Is showing signs of engaging in anti-social/criminal behaviour
    - Is showing early signs of abuse and/or neglect
    - Has returned to home from care
    - The child is privately fostered

Safer recruitment

- As per Keeping Children Safe in Education (Sep 2021), Manor Green has adopted recruitment procedures that help deter, reject or identify people who might abuse children
- Manor Green's robust recruitment process is detailed in our 'Safer Recruitment and DBS Policy'

SEND Vulnerability

Children with special education needs (SEN) and disabilities face additional safeguarding challenges, Manor Green School acknowledges that barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionally impacted by things like bullying without showing outwardly any signs
- Communication barriers and difficulties in overcoming these barriers

Manor Green's day to day safeguarding practice will take into account these challenges and this will also be a key topic in annual safeguarding training.

Implications of COVID 19

If students are unable to attend school as a result of COVID 19 (i.e. due to infection) weekly communication with them or their parents will be carried out by class staff. Any safeguarding concerns that staff have during this communication will still be reported to a member of the safeguarding team, in the same way that a concern would be reported were the student in school.

For students not attending school due to COVID, where well enough, on-line learning will be provided as an alternative. In order to ensure their safety whilst engaging in on-line lessons, the following measures will be taken:

- Teachers will plan online lessons with the safety of students in mind.
- Staff communicating with students or parents via video call will do so from within the school, or from a quiet room with a neutral background if working from home.
- Teachers will ensure all online planning processes for students who are working online will have clear reporting routes to the school and external agencies so they can raise concerns whilst online.
- Students will be provided with online safety information by their teacher.
- Students will be directed to practical online support, such as Childline, where they feel unsafe and require support outside of school.
- Parents will be given a list of websites their child may access and any information regarding online sessions with staff that their child will be participating in.
- Parents will be provided with the contact details of the DSL so they can report any concerns.

When communicating online, staff will:

- Communicate within school hours as much as possible.
- Communicate through the school channels approved by SLT.
- Use school email accounts over personal accounts.
- Use school devices over personal devices wherever possible.
- Not share personal information

Further information can be found via:

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Raising awareness of this policy

We will raise awareness of this policy via:

- Staff recruitment, induction, training and meetings
- The safeguarding leaflet given out to visitors
- The staff handbook
- The school website and the School Bus Compliance Manager
- Meetings with families
- A Safeguarding Awareness Week
- Excellence Everywhere
- Headteacher's annual Safeguarding Report to governors
- Information displays in the main school entrance and parents' room

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. As it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the effectiveness of the policy

Review of Procedure

This procedure shall be subject to a yearly review and the procedure may be changed from time to time.

The Governing Board approved this policy on date: 7th October 2021

Signed: Richard Pelly, Chair of Governors

Signed: Joolz Scarlett, Headteacher