



## **Safeguarding and Child Protection Policy**

Marling School fully recognises its responsibilities for safeguarding and child protection.

### **AIMS**

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure for use within the school to be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff, governors and volunteers and working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check, and a central record is kept for audit.

### **APPLICATION**

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Establishing a safe environment in which children can learn and develop.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

### **IDENTIFICATION, SUPPORT AND PREVENTION**

We recognise that because of the day to day contact with children school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the citizenship element of the Tutor Time programme to allow children to develop the skills they need to recognise and stay safe from abuse.

**Any** child may benefit from early help, but all but staff should be particularly alert to groups of students for whom the risk is greater (see Appendix 1). The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant, or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care services, Children and Young Peoples Service (CYPS) and Adult Mental Health Service, Education, Entitlement and Inclusion Service and Educational Psychology Service.
- Ensuring that, as a pupil on the child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Staff should act on **any** concerns about a child's welfare immediately by sharing them with the DSL (or Deputy). The DSL and Deputies should plan to ensure availability during school hours. If, in exceptional circumstances, the DSL (or Deputies) are not available this should not delay appropriate action being taken. Staff should speak to a member of SLT and/or take advice from the Gloucestershire Children's Helpdesk, 01452 426565.

The Designated Safeguarding Lead is Robert Reid, Assistant Headteacher. The Deputy Safeguarding Leads are Glen Balmer, Associate Headteacher and Andrew Wilson, Head of Key Stage 4.

We recognise that safeguarding of children is most likely to be effective if intervention and support to a child is made as early as possible once a safeguarding issue is identified. As a school in Gloucestershire we are committed to work in accordance with the Gloucestershire Children's Safeguarding Board Early Help Offer which is set out with the school's interpretation of how it should be delivered, in Appendix 1 of this document.

## **PROCEDURES**

We will follow the procedures set out by the Gloucestershire Safeguarding Children's Board (GSCB) and take account of guidance issued by the Department for Education to:

- Ensure we have a Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection who will report annually to the Full Governing Body.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the website.
- Ensure that staff understand the Child Missing in Education (CME) procedure and their responsibilities for monitoring and reporting student attendance.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and in the construction of child protection plans.
- Keep records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely on the school's electronic storage system (CPOMS); any paper copies should be kept separate from the main pupil file and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensuring that we practise safe recruitment in line with Government guidance by ensuring that one member of each interview panel has up to date safer recruitment training and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.

## RESPONSIBILITY OF THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DSL

### The DSL and Deputy DSL are responsible for:

- Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made on-line, following a telephone call using the Multi Agency Referral Form.
- Keeping records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records. Archived files for students who have left will be kept until the child's 25<sup>th</sup> birthday. If a child leaves to move to another school the file will be copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file in above is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or an appropriate staff member attends case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction and update training every 3 years, for all school staff.
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases and number of children on the child protection register (anonymised).

## SAFER RECRUITMENT

When the school is recruiting and selecting new members of staff at least one member of the interviewing (decision making) panel will have undergone safer recruitment training and hold a valid certificate.

## SAFEGUARDING AND THE GOVERNING BODY

A member of the governing body is nominated as the Link Governor with responsibility for Safeguarding and Child Protection. The Link Governor will receive training from the GCSB. Safeguarding will be a standing item on the agenda for each meeting of the governor's Student Progress Committee.

## CONFIDENTIALITY

We recognise that all matters relating to child protection are confidential.

- The Headteacher or DSL will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 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. If in doubt, we will consult with the Local Area Designated Officer (LADO -GSCB) and/or Stroud Social Care Team on this point.

## ALLEGATIONS AGAINST STAFF

Where an allegation is made against a member of staff, the GSCB guidelines are followed. If the allegation is made against the Headteacher, the Chair of Governors or the nominated governor for safeguarding will contact the Local Area Designated Officer (LADO), Nigel Hatton, 01452 426994:

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All Staff should be aware of Marling School's Behaviour Policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and is included in the E Safety Policy, the CBAT Code of Conduct for All Adults

document and the Keeping Children Safe in Education (DFE) summary document [KCSIE]. All of these documents are kept in the on line Staff Handbook. Once per year the documents are emailed to staff with a read receipt required and a record made in the SCR.

- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.
- The school will follow the GCSB procedures for managing allegations against staff.
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and school's HR provider in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice from the LADO.
- In line with the Whistleblowing Policy, staff who have concerns about another colleague would normally raise this with their line-manager however they are able to raise concerns directly with the LADO.

## **PHYSICAL INTERVENTION**

- We acknowledge that staff must only ever use restrictive physical intervention as a last resort, when a child is endangering him/herself or others, or is damaging property, or there is a suspicion that although injury or damage has not happened, it is at immediate risk of occurring.
- Staff should take all reasonable steps to avoid the need for physical restraint. E.g. through de-escalation approaches including: dialogue and diversion, allowing space, talking and listening, humouring, reasoning. Every effort should be made to secure the presence of other staff before applying physical restraint. The pupil should be warned orally that physical restraint will be used unless he desists. At all times only the minimal force necessary to prevent injury should be used. As soon as it is safe, restraint should be relaxed to allow the pupil to gain self-control. Restraint should take place calmly but firmly. Restraint should be an act of care and control, not punishment.
- Incidents in which physical restraint takes place must be recorded. The staff applying the restraint, the pupil and witnesses should make signed written statements. Staff applying the restraint must be able to show that the method of restraint was in keeping with the incident that gave rise to it, that the degree and duration of force was proportional to the circumstances and that the risk of damage to persons and property was always kept in mind. The records of the incident will be kept by the DSL and discussed with the Headteacher.
- Afterwards, the pupil should discuss and be counselled on why it was necessary to restrain him. The member of staff who applied the physical restraint should have a full debrief with the DSL. A written record of the incident will be kept by the DSL.

## **PREVENTION OF EXTREMISM AND RADICALISATION POLICY**

Prevention of extremism and radicalisation is a safeguarding and child protection issue. In view of the significance and detailed protocol related to this matter a separate policy has been established.

## **CHILD MISSING IN EDUCATION**

A child going missing from education will be treated as a safeguarding concern. In line with the Attendance Policy student absence which has not been explained by parents will be followed up with same day telephone calls. If a satisfactory explanation of the absence is not received the Attendance Officer will refer the matter to the DSL. For students on Child Protection Plans and Child in Need Plans absence is reported to the Designated Social Worker for that student within the appropriate timescales and in accordance with LA guidance.

## **CHILD SEXUAL EXPLOITATION**

Involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees

of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. In the event that a case of CSE is suspected by a member of staff this will immediately be treated as a safeguarding concern.

## **FEMALE GENITAL MUTILATION**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff have a legal responsibility to personally report suspicions that FGM has been, or may be, carried out on a child to the Police. Staff should also discuss the case with the DSL (or Deputy) unless there is good reason not to.

Whilst Marling School has no female pupils on role it does share a sixth form with the neighbouring girls' school and staff teach mixed groups. The matter therefore becomes relevant in two ways:

- i) Staff who teach female students in Year 12 and 13 classes may become aware of FGM concerns. In this case the matter would be reported to the Police and DSLs of Marling and the partner school.
- ii) Staff may become aware of a FGM issue of a relative of a Marling student. In this case the matter would be reported to the Police and DSL (or Deputy)

## **PEER ON PEER ABUSE**

We recognise that children are capable of abusing their peers. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Abuse is abuse and will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Sexual Harassment can occur online and offline. Girls, LGBT students and those with SEND are at greater risk of experiencing it. Staff must report any concern of peer on peer abuse to the DSL (or Deputy) immediately. All victims will be taken seriously and offered appropriate support.

## **SEXTING**

Safeguarding concerns with regard to sexting are dealt with in line with E-Safety Policy.

## **BULLYING**

Concerns about bullying in any form are dealt with in line with the school's Anti-bullying Policy.

## **DRUGS AND CONTROLLED SUBSTANCE ABUSE**

A separate linked policy exists.

## **RACIST INCIDENTS**

We keep a record of racist incidents.

## **POLICY REVIEW**

The above section of the safeguarding and child protection policy is based on the GSCB recommended policy. This policy will be amended in line with any changes to the GSCB recommended policy. The school policy has a one year review cycle.

## **MONITORING**

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Designated Governor for Safeguarding visits to the school.
- Pupil surveys and questionnaires.
- Scrutiny of Attendance data.
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor.
- Review of parental concerns and parent questionnaires.

## **LINKS TO OTHER POLICIES**

SEND & AEN Policy  
Anti-bullying Policy  
Attendance Policy  
Behaviour Policy  
Drugs and Controlled Substances Policy  
Educational (Offsite) Visits Policy  
E Safety Policy  
First Aid Policy  
Health and Safety Policy  
Lettings Policy  
Prevention of Extremism and Radicalisation Policy  
Recruitment and Selection Policy  
Responsible Use Policy  
CBAT Code of Conduct for All Adults  
Sex and Relationships Policy  
Single Equality Scheme (Equal Opportunities) Policy  
Visitors to School Policy  
Whistleblowing Policy

# Appendix 1

## Early Help and Intervention

“The Early Help Offer (the Offer) is an approach not a service. It respects every family's right to access information to help manage their own lives successfully, whilst guiding them to seek support from appropriate sources. Help can then be agreed as soon as concerns start to emerge. The 'Offer' is for all children, as issues may arise at any point in a child or young person's life. It includes both universal and targeted /specialist services, to reduce or prevent concerns from growing or becoming entrenched”. (Source Early Help for Children, Young People and Families, Gloucestershire County Council Website 8.12.2014)

**Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

School may be the only stable, secure and predictable element in the lives of children at risk. The School will endeavour to support all pupils through the provision of early help by:

- Providing high quality learning and teaching in Life Skills lessons and across the curriculum alongside robust pastoral support that promotes the well-being of pupils and gives them the skills they need to recognise and stay safe from all forms of abuse;
- Having a school ethos that promotes a positive, safe and secure environment and gives pupils a sense of being valued;
- Actively encouraging the Student Voice where pupils can speak about any concerns they have to a member of staff. Pupils are encouraged to speak openly and they are aware that staff take their concerns very seriously;
- Ensuring that the Behaviour Policy, the Anti-bullying policy, the Controlled Substances policy, the Responsible Use Policy, the Sex and Relationships Education policy and the CBAT Code of Conduct for All Adults support vulnerable pupils in the School;
- Ensuring that all unexplained absences are followed-up with a first morning of absence telephone to obtain an explanation. Long-term or repeated absences will be investigated by the Form Tutor, Head of Year and Head of Key Stage (where pupils absence is unexplained the School would follow the Gloucestershire Children Missing in Education protocol )
- Providing safeguarding training to all staff so that they are aware of the signs of abuse and neglect such as Honour Based Violence, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Faith Abuse, Youth Violence, Gender Based Violence, Child Sexual Exploitation and Trafficking, Induced Illness, Drug Abuse (see Anti-drugs policy) and Sexting. Staff will be vigilant in considering links between mental health concerns including self-harm, and possible abuse; radicalisation and possible abuse; and private fostering and possible abuse;

- Ensuring that staff recognise their duty to have due regard to the need to prevent people from being drawn into terrorism and following statutory guidance in order to fulfil its responsibility. The School will liaise closely with the police in this respect. The School has a designated member of the Senior Leadership Team with responsibility for the prevent duty and anti-extremism.