

# WARMLEY PARK SCHOOL SAFEGUARDING POLICY



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## INTRODUCTION

This policy has been agreed to ensure that the welfare of children and young people is promoted, and that there is a clear, consistent, shared understanding of how to safeguard children and young people. Everyone has a responsibility for the proactive care of children and young people.

Safeguarding is defined as –

- **Protecting children from maltreatment;**
- **Preventing impairment of children's health or development;**
- **Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and**
- **Taking action to enable all children to have the best life chances.**

Warmley Park School is committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/ young people need to feel listened to;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse;
- All staff and visitors should talk to a Designated Safeguarding Lead about any concerns that they may have;
- Issues relating to Safeguarding and keeping safe are explored within the curriculum.

## PRINCIPLES AND STATUTORY FRAMEWORKS

### **Duty to share information:**

Information sharing is an important aspect of safeguarding children and vulnerable people. Serious Case Reviews often record that a failure to share information has been a key factor. It is important however that information is shared legally. The duty to share information arises from:

- **Children Act 1989**
- **Children Act 2004, Section 11** – *‘Each person and body to whom this section applies must make arrangements for ensuring that - their functions are discharged having regard to the need to safeguard and promote the welfare of children..’*
- **Data Protection Act 1998 Section 29-** When children are suffering or may be at risk of suffering significant harm, concerns must always be shared with children’s social care worker or the police. Schools should make it clear to parents that they have general duty to share information with other agencies where they have safeguarding concerns. However, consent must be sought directly from parents on a case-by-case basis. A general statement does not replace the need to ask for consent when required. It is good practice that schools should work in partnership with parents and carers. This means that in general, schools should share information with other agencies with the parents’ knowledge and consent. When schools feel that a referral should be made to social care, they should seek the consent of the parent. However, the duty to refer overrides this, as **the safety of the child is paramount**.

Seeking consent is not required, if to do so would:

- *place a person at increased risk of harm (usually the child, but also a family member or another person);*
- *prejudice the prevention, detection or prosecution of a serious crime; or*
- *lead to an unjustifiable delay in making enquiries.*

#### **Recording Consent Decisions:**

Schools must record the request for consent and the outcome. Where the parent refuses consent or is not asked, the school must record the decision to share information without consent and give the reasons.

#### **Working Together to Safeguard Children (2015) states:**

*‘Working Together to Safeguard Children 2015 is the key document that sets out what local authorities should do. The guidance reminds all professionals that come into contact with children and young people of these two principles:*

- *safeguarding is everyone’s responsibility: for services to be effective each professional and organisation should play their full part; and*
- *a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.’*

## **Legal Responsibilities and Duties:**

*Keeping Children Safe in Education (September 2016) states:*

*'The concept of Safeguarding and ensuring the wellbeing of children and young people is above and beyond basic child protection procedures as it promotes a proactive approach which takes into consideration other school and local authority policies. Safeguarding upholds the optimum life chances for every child and young person. We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged. This includes any form of bullying, whether direct or in any other format such as online.'*

### **What to do if you think a child is being abused (2015):**

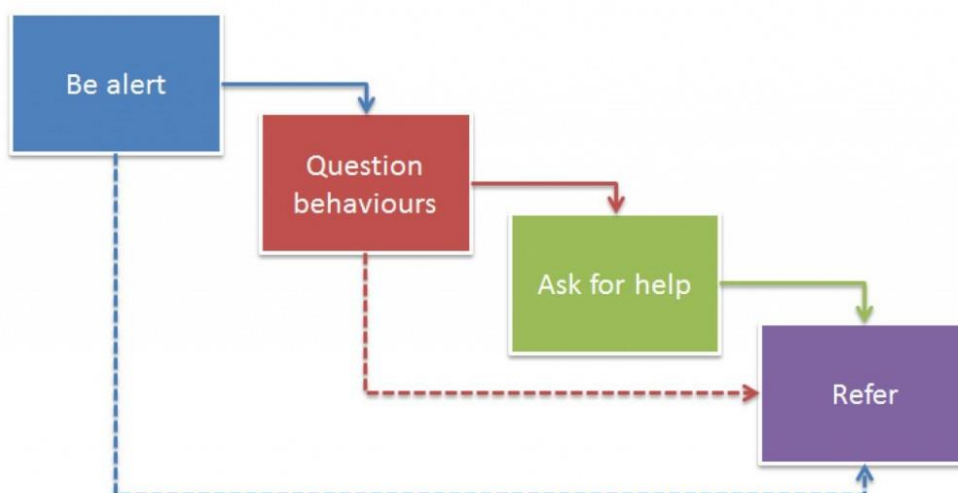
This non-statutory guidance is aimed at anyone whose work brings them into contact with children and families, including those who work in early years, social care, health, education (including schools), the police and adult services.

People working with children should be guided by these four principles:

- children have a right to be safe and should be protected from all forms of abuse and neglect;
- safeguarding children is everyone's responsibility;
- it is better to help children as early as possible, before issues escalate and become more damaging; and
- children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

There are four main categories of abuse and neglect and, although there are definitions in Working Together to Safeguard Children 2015, this document sets out some of the warning signs.

## The four steps to identify and respond to possible abuse or neglect



Source: What to do if you're worried a child is being abused

## Information Sharing (2015):

### The Principles

*The principles set out below are intended to help practitioners working with children, young people, parents and carers share information between organisations. Practitioners should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with their manager if in doubt. **The most important consideration is whether sharing information is likely to safeguard and protect a child.***

### Necessary and Proportionate

*When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act 1998 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.*

### Relevant

*Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.*

### Adequate

*Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.*

### Accurate

*Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.*

### Timely

*Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.*

## **Secure**

*Wherever possible, information should be shared in an appropriate, secure way.*

*Practitioners must always follow their organisation's policy on security for handling personal information.*

## **Record**

*Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.*

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children. The guidance in Working Together to Safeguard Children 2016 will be used as good practice in working with other organisations, where appropriate, to recognise and address concerns. The school uses multi-agency working, South Gloucestershire and national thresholds and assessments, and signposting to ensure that practice and procedures meet the needs of the children and young people.

**The Family Support Worker, Headteacher and Deputy Headteacher are the designated members of staff for safeguarding (Designated Safeguarding Leads); they have the ultimate responsibility for safeguarding and ensuring the welfare of children and young people' However, all adults working within the school have an obligation to ensure that they actively promote the wellbeing of children and young people.**

**Any adult having direct or indirect contact with a child or young person must report any concerns immediately to one of the Designated Safeguarding Leads (DSLs) who will assess whether it is appropriate to refer their concerns to Social Care via the Access and Response Team (01454 866000), [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk) . Where possible the Family Support Worker should be the first point of contact. In the case of Female Genital Mutilation this must be reported directly to the police.**

Following the reporting of concerns to the DSL, the adult will be asked to update **CPOMS**. The DSL will agree with the adult what action will be taken and who will take responsibility for any actions. This will be recorded on CPOMS. It is not the role of the adult to investigate any concerns. Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

Children and young people's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child or young person's welfare. The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care.



The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home. This can be initially via any member of staff who, if it is appropriate, will pass on issues to the designated member of staff, informing parents and children that it is their responsibility to do this.

## **PROCESS**

**If you have concerns or a child or young person makes a disclosure do not delay in reporting it immediately to the designated member of staff.**



**It is the responsibility of only the Police or Social Services to investigate.**



**The most appropriate course of action will be taken by the designated member of staff in reporting it to Social Services, and the Police, and seeking medical advice and treatment.**

At this point there may be a number of actions going on which are confidential and the person reporting the concerns may or may not be involved. If they are concerned that they feel nothing is happening they can ask. However, due to confidentiality, they may only be informed that further action is being taken which it is hoped will reassure them that their concerns have been taken seriously.

The process of dealing with Safeguarding concerns includes counselling for the child or young person who has been affected. Counselling is also available for adults in managing their responses to Safeguarding situations.

## **ROLES AND RESPONSIBILITIES:**

At Warmley Park there are three Designated Safeguarding Leads (DSL): the Family Support Worker, the Headteacher and the Deputy Headteacher.

### **The DSL's will:**

- Be the first person to whom staff should report concerns. (Where possible the initial approach should be made to the Family Support Worker).
- Be responsible for referring cases of suspected concerns or allegations to South Gloucestershire Safeguarding via First Point.
- Ensure all staff are trained in Safeguarding and understand how to report concerns.
- Be key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers, and governors to draw upon.
- Have undertaken relevant advanced Child Protection and Safeguarding training with a recognised provider (South Gloucestershire Council) which is renewed every 2 years or sooner should there be changes to procedures.
- Liaise with other agencies and build effective relationships with other agencies to safeguard children and young people.
- Be responsible for the management and secure storage of Safeguarding records.
- Encourage a culture of openness where children and young people feel safe to talk about any issues, with the knowledge that they will be listened to.

### **The Governing Body will:**

- Ensure that the DESIGNATED SAFEGUARDING LEADS have the status and authority within the management structure to carry out the duties of the post - they must therefore be a senior member of staff in the school.
- Ensure that the Safeguarding Policy is regularly reviewed and is clear.
- Ensure there is a designated Governor with specific responsibility for Safeguarding. This Governor should be appropriately trained, and monitor Safeguarding procedures within school, reporting back to the Governing Body.
- Ensure that Safe Recruitment procedures are robustly adhered to with recruitment panels having at least one person who has undertaken training in Safe Recruitment. The lead member of staff for Safe Recruitment is the School Business Manager.
- Ensure that they comply with legislation.
- Ensure all Governors have an enhanced DBS as good practice.
- Be aware of the relationship with other agencies which promote Safeguarding and, when appropriate, work with those agencies.
- Undertake a review and audit of Safeguarding annually which involves feedback from pupils, parents, and staff. This will be challenged to make sure that procedures are robust.

**ALL ADULTS** having direct or indirect contact with children and young people at Warmley Park School in any capacity (**staff, volunteers, visitors, professionals from other agencies**) will:

- Know who the designated members of staff for Safeguarding are.
- Be aware of their responsibility to report any concerns or disclosures.

- Know that it is not their responsibility to investigate any concerns.
- Understand that they cannot inform the child or young person that the information they are aware of will be kept secret and be able to explain the process of disclosing information.
- Promote British Values. Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Not use mobile phones in areas where pupils are present.

#### **SCHOOL ATTENDANCE:**

- Children and young people missing school can be a Safeguarding issue. Attendance is monitored by the Family Support Worker and the Special Educational Needs Co-ordinator (SENCO). In accordance with the school's Attendance Policy, absences are challenged and recorded. The school, with the support from Education Welfare, addresses any unauthorised absence to safeguard children and young people.
- Holidays during term time must be authorised by the Headteacher. Where there are concerns about a pupil's attendance they will be investigated and may be followed up with the Education Welfare Officer.

#### **TEACHING AND LEARNING:**

Children and young people will be taught how to keep themselves safe (taking into consideration their learning difficulties). This includes concepts about private and public, stranger danger, sharing personal information, recognising risks, understanding what is appropriate physical contact, finding help and the risks of sexting and how to avoid cyber bullying.

#### **FUNDAMENTAL BRITISH VALUES:**

Children and young people will be taught the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through **PSHE** and **SMSC** in the curriculum, children and young people develop:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combating discrimination.

It is not necessary for schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

#### **E-SAFETY:**

Where there are concerns about E-safety, they should be reported to the DSL in the same way as any other concerns. The ICT Strategy Leader is responsible for the overview of E-safety training and interventions. Training and information is available for parents. The school uses local authority recognised filters and monitoring systems to ensure the safety of pupils when they are online in school.

We recognise that many of the risks to children in the ‘real world’ equally apply to any ‘virtual world’ that children and young people may encounter when they use ICT in its various forms. We take seriously our responsibility to educate our children to help them to become safe and responsible users of new technologies, and allow them to be discriminating users of both the content they discover and the contacts they make online. Our aim is to teach them the appropriate behaviours and critical thinking skills to remain both safe and legal online, wherever and whenever they use technology. Our children and young people are growing up in a world where there are Safeguarding risks from cyber bullying. They need to know how to be aware of this in order to avoid it happening, and how to identify it and report it if it does happen, through informing trusted adults of using web help. Similarly, there are risks associated with sexting which need to be addressed as a preventative measure.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

All children and young people at Warmley Park have a differentiated curriculum to meet their needs. This includes Personal Health and Social Education, and Citizenship where children and young people learn about their rights, how their behaviours impact on others, understanding their own emotions, relationships with those around them, lifestyles, and what to do if they are worried, including how to tell a trusted adult.

During specific activities such as community visits, swimming at a local swimming pool, or off site work experience where there is potential for children and young people to come into contact with members of the public, expectations for keeping themselves safe will always be explained to pupils prior to leaving school, and a risk assessment will be completed and signed off by Head of Department which addresses any issues.

#### **STUDENTS AND VOLUNTEERS:**

Students and volunteers will not work alone with pupils at any time unless there is a specific agreement in place with the Headteacher or Deputy Headteacher, for example a PGCE student working under the direction of the class teacher. Any arrangements like this will be recorded and stored in the Safeguarding information folder.

#### **SAFE RECRUITMENT:**

Warmley Park procedures for safe recruitment follow statutory guidance within “Keeping Children Safe in Education”.

- The recruitment process includes advertisements, job descriptions, person specification, scrutiny of application forms, scrutiny of qualifications and identity, references, face to face interviews, employment history check, DBS enhanced disclosure, health checks and induction.
- At least one person on the appointment panel will have undertaken safe recruitment training.
- All applicants will be required to fill in a standard application form.
- Two independent references will be obtained and verified.
- The names of all staff who are employed by the school plus other adults chosen by the school to work with pupils including volunteers and governors will have their details on the Single Central Record.
- All staff are required to complete a Disqualification by Association declaration.
- Should there be any concerns about any information which is revealed as part of background checks, advice will be sought from Social Care in consultation with Schools Personnel.

#### **INDUCTION AND TRAINING:**

All staff receive Safeguarding training as part of their induction. All staff will also have an annual update on Safeguarding training as part of their ongoing professional development. The Designated Safeguarding Leads will additionally have advanced Safeguarding and Safeguarding training which is recognised by the local authority and is updated annually.

Where there is a need for specific additional training which may include statutory or local guidance this will be prioritised and delivered to staff via an appropriate forum.

### **WHISTLEBLOWING- ALLEGATIONS AGAINST MEMBERS OF STAFF:**

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the Local Authority Designated Officer.

The Designated Safeguarding Lead will handle such allegations, unless the allegation is against that person, when the chair of governors will handle the school's response.

The Designated Safeguarding Lead (or chair of governors) will gather information about the allegation, and report these without delay to the Local Authority Designated Officer.

### **PUPILS:**

The pupils are encouraged to take responsibility for their own behaviour and to learn ways to keep themselves safe. As a school we have carefully considered our approach to **promoting positive behaviour** and use **PROACTSCIPrUK** as we believe that the principles align closely to our ethos. This ensures that we always look to implement proactive strategies, seeking to understand what behaviour is communicating, and working together to support the pupil to make positive choices.

We subscribe to the principles of **Unconditional Positive Regard**. Whatever has happened in the past is not used to judge the present. Pupils are encouraged to understand the implications of their actions on others but this is not done in a punitive manner.

We implement a **Least Restrictive Protocol** which ensures that we follow BILD and NICE guidelines and any process which could restrict a pupil is carefully considered, assessed, and monitored. We are always looking to step down to the least restrictive approach.

For pupils who have difficulties with their communication which may mean that they are not able to verbalise if something is wrong, we have identified strategies on their **communication passports** to support with knowing if they are worried or upset about something.

**School Council** are champions for improving the school. In their constitution the following expectations are identified:

- To express views of those who they represent.
- To bring up any issues for discussion which are relevant.
- To improve the school.
- To improve the experiences at school.
- To act as representatives of the school.

Any student or class can raise an issue, suggestion, concern or matter with their representative to be discussed at School Council. The School Council exists for students to have their say.

Representatives agree to the School Council Terms of Reference:

- I am a representative for my class and other students.
- I will raise any issues or concerns at School Council that are relevant.
- I listen to the views of others.
- I will respect the views of others.
- I will make decisions in the interest of the wider school.
- I will put in the work outside of the meetings to fulfil my duties as a representative.

#### **BULLYING AND PEER ON PEER ABUSE:**

We recognise that bullying and peer on peer abuse is a safeguarding matter and will be dealt with accordingly. Support will be offered in line with our anti-bullying policy and parents will be involved. Children and young people with learning difficulties are at risk of 'Mate Hate' abuse. Staff training includes recognition of signs and risk factors. Any form of bullying will be treated seriously and with sensitivity: racist bullying, sexist bullying, homophobic bullying, special educational needs and disability bullying. This includes verbal, physical and cyber bullying. The risks with online activity to the child or young person may involve sexting, inappropriate use of the internet, and body shaming which can cause physical and emotional damage. Children and young people at Warmley Park are encouraged to be confident to inform a trusted adult if they are concerned about anything. Cyber bullying is addressed as part of the PSHE curriculum. Posters are put up in each class to identify who they can talk to. Information is available on the school website for parents if they are concerned about the risk of cyber bullying including sexting.

## **PRACTICAL ADVICE:**

### **Safeguarding and promoting the welfare of children and young people:**

Defined for the purposes of this guidance as:

- Protecting children from maltreatment,
- Preventing impairment of children's health or development,
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best life chances.

### **Child Protection:**

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

## **SIGNS AND SYMPTOMS OF ABUSE AND NEGLECT:**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example splints, or adapted equipment;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

## **DEFINITIONS AND INDICATORS:**

### **ABUSE**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

### **NEGLECT**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:



- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

## **PHYSICAL ABUSE**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child – fabricated fictitious illness.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Breast ironing;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;

- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

## **SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

## **CHILD SEXUAL EXPLOITATION**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a Sexual Exploitation Risk Assessment Form which will be completed by the DSL with the person raising the concern. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

These indicators are not exclusive and should be taken into consideration along with other evidence.

## **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. 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 also involve seeing or hearing the ill-treatment of another person. 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

- Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## **FEMALE GENITAL MUTILATION or FEMALE GENITAL CUTTING**

FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. It is illegal in the UK. Multi Agency Statutory Guidance on FGM ([www.gov.uk](http://www.gov.uk)) defines:

FGM has been classified by the World Health Organisation (WHO) into four types:

- Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris);
- Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the ‘lips’ that surround the vagina);
- Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris; and
- Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

## **BREAST IRONING**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa. The practice of breast ironing is seen as a protection to girls by making them seem ‘child-like’ for longer and reduce the likelihood of pregnancy. Once girls’ breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the ‘ironing’ can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

## INDICATORS OF VULNERABILITY TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

- Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

### Indicators of Vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;

- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

**More critical risk factors could include:**

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**PREVENTING VIOLENT EXTREMISM -  
ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for Warmley Park School is Lisa Parker, Headteacher, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Warmley Park School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school’s RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;

- Collating relevant information from in relation to referrals of vulnerable students/ pupils into the Channel\* process;
- Attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

\*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Essential reading on the Channel Duty Guidance –

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

## INFORMATION ABOUT FEMALE GENITAL MUTILATION

Female genital mutilation is the partial or complete removal or modification of the female genitalia for cultural or religious reasons. It has a physical and emotional impact on the female. It is illegal and will not be condoned for religious or cultural reasons.

### Key points

- **FGM is illegal in the UK under the Female Genital Mutilation Act 2003**
- For the purpose of the criminal law in England and Wales, FGM is mutilation of the labia majora, labia minor or clitoris.
- FGM is an unacceptable practice for which there is no justification. **It is child abuse and a form of violence against women and girls.**
- FGM is **prevalent in 30 countries**. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.
- It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.
- **FGM is a deeply embedded social norm, practised by families for a variety of complex reasons.** It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion.

As amended by the Serious Crime Act 2015, the Female Genital Mutilation Act 2003 now includes:

- An offence of failing to protect a girl from the risk of FGM;
- Extra-territorial jurisdiction over offences of FGM committed abroad by UK nationals and those habitually (as well as permanently) resident in the UK;
- Lifelong anonymity for victims of FGM;
- FGM Protection Orders which can be used to protect girls at risk; and
- **A mandatory reporting duty which requires specified professionals to report known cases of FGM in under 18s to the police.**

## INFORMATION ABOUT CHILD SEXUAL EXPLOITATION

NSPCC definition of Child Sexual Exploitation:

- *Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.*
- *Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.*
- *Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.*

Warmley Park School's safeguarding policy, through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Warmley Park School keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Where considered relevant, a Sexual Exploitation Risk Assessment Form will be completed.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in the curriculum, and through annual training understand how to respond to concerns. This includes seeking support from appropriate external agencies for children and young people and where relevant, their families.

Warmley Park School works with and engages our families and communities to talk about such issues. Warmley Park School staff are supported by the Designated Safeguarding Lead to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible. The Designated Safeguarding Lead will bring in experts and use specialist material to support the work we do where appropriate.



## **SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM AND PREVENTING RADICALISATION**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions when extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Warmley Park School is clear that exploitation and radicalisation should be viewed as a safeguarding concern.

Warmley Park School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Children and young people, and staff, have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable which leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege, it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Children and young people at Warmley Park are vulnerable to extremism and radicalisation and therefore the Single Point of Contact is Lisa Parker, Headteacher, who is responsible for ensuring that all staff are aware of the risks, and taking immediate action should any issues arise.

### **FORCED MARRIAGE**

Forced marriage is a marriage in which one or both spouses do not or cannot consent to the marriage and duress is involved. Duress can include physical, psychological, sexual, and emotional pressure. [The Anti-social Behaviour, Crime and Policing Act 2014](#) makes it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).

Warmley Park is sensitive to differing family patterns. However, forced marriage is viewed as abuse and, in line with statutory guidance, will be addressed in the same way as any other concern. If a child or young person is considered to be at risk of forced marriage, parents or carers would not be approached about referring the concern to other agencies. Abuse will not be condoned for religious or cultural reasons.

## **HONOUR BASED VIOLENCE**

Honour based violence can occur when offenders perceive that shame has been brought on a family or community including the practice of breast ironing. Honour based violence is abuse and will not be condoned for religious or cultural reasons.

## **DOMESTIC ABUSE**

Domestic abuse is a Safeguarding issue as the exposure to this has an impact on a child or young person's emotional and physical wellbeing. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Concerns about domestic abuse should be reported in the same way as any other concern. The Family Support Worker is trained in supporting individuals and families who have experienced domestic abuse.

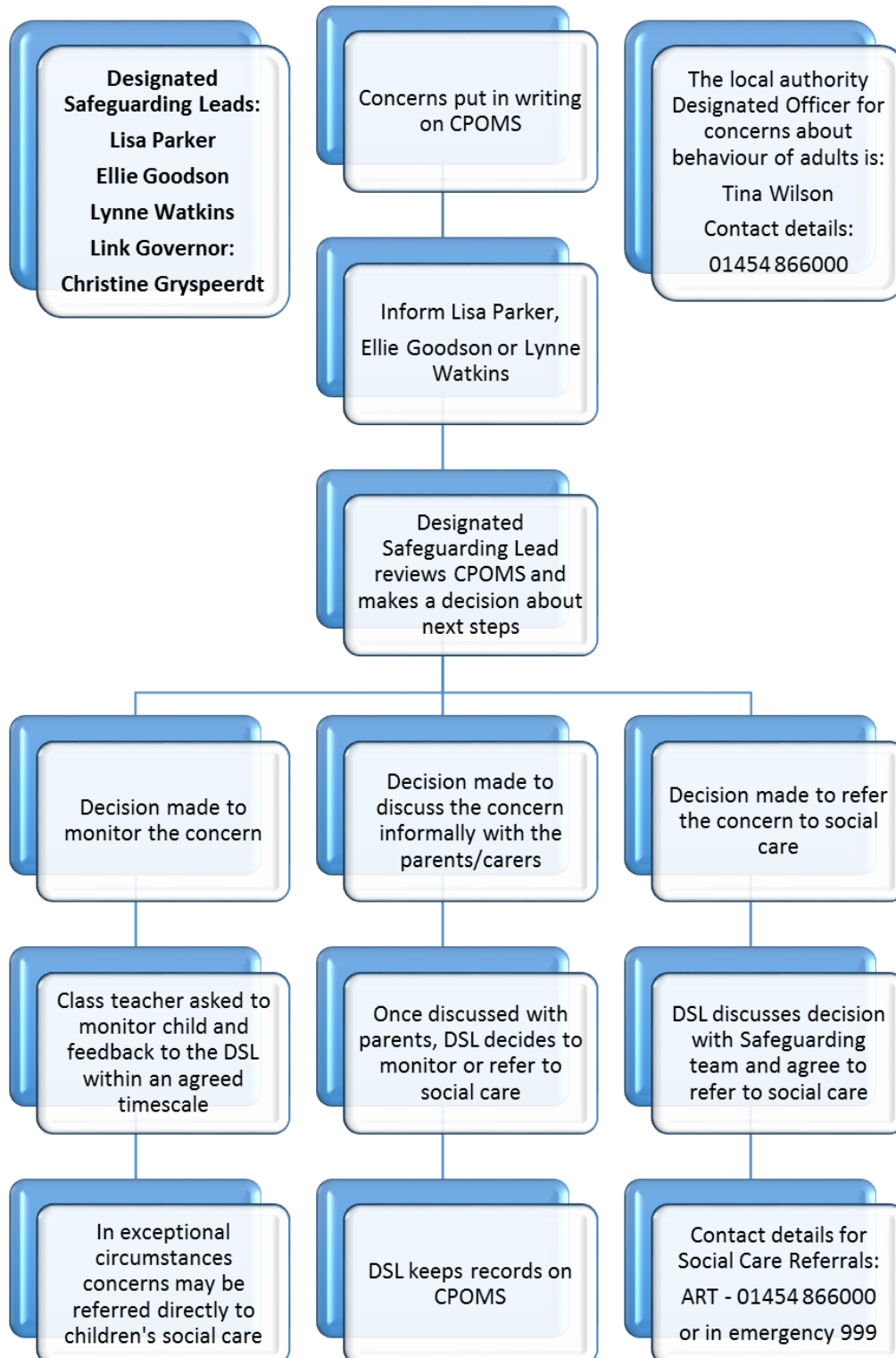
## **DEALING WITH DISCLOSURES**

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Member of Staff for Safeguarding.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from the Designated Member of Staff for Safeguarding.



## Guidance on completing CPOMS

It is important that CPOMS incidents are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

- Log on using your own details to CPOMS.
- Locate the page for the pupil to whom the concern relates.
- Use names not initials.
- Make sure the concern is written in detail, using the pupil's own words if they have told you verbally.
- Don't report what other people have told you, they must log in themselves to record an incident.
- Remember that your incident report could be used in court cases and inquests so they must be complete and accurate. Read them through before you send them to make sure that you have recorded all information and it is clear.
- Use the body map option to record if appropriate.
- Alert Lisa, Ellie, and Lynne to the concern by using the alert staff option.
- Log out of CPOMS when you have recorded the incident.

## RECORD KEEPING AND MONITORING

Warmley Park School will keep up to date information relating to the wellbeing of children and young people. This information is kept securely on CPOMS. Paper copies of information are kept in a locked cupboard. This includes reports, chronologies, and notes. Records will be factual, dated, and signed. Information contained in these records is confidential.

## CONFIDENTIALITY AND INFORMATION SHARING

All information relating to the wellbeing of pupils is managed sensitively and confidentially on a need to know basis. Adults must be clear with children and young people that they cannot keep a secret but will only tell those they need to such as the designated member of staff.

Parents/carers should be aware that Warmley Park School will take any reasonable steps to ensure the wellbeing of children and young people where there are concerns.

Parents carers will be informed if concerns are raised about their child and the process of information sharing with other agencies will be explained unless it is considered that telling the parent/ carer would put the child or young person at risk. First Point will be consulted by the designated member of staff where there are concerns.

If a pupil moves from Warmley Park School, Safeguarding records will be forwarded to the Designated Member of Staff at the new school with due regard to their confidential nature and in line with current government guidance on the transfer of such records. The date and person receiving the records will be saved for future reference. When a pupil joins Warmley Park School, their previous setting will be contacted to check for any safeguarding concerns.

## **GUIDELINES FOR STAFF AND VOLUNTEERS INCLUDING STUDENTS.**

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child;
- physical interventions;
- cultural and gender stereotyping;
- dealing with sensitive information;
- giving to and receiving gifts from children and parents;
- contacting children including through social networking websites;
- disclosing personal details inappropriately;
- meeting pupils outside school hours or school duties.

## **PHYSICAL CONTACT & RESTRAINT**

Members of staff may have to make physical interventions with children in extreme situations. Members of staff should only do this where:

- It is necessary to protect the child, or another person, from immediate danger, and
- Where the member of staff has received suitable training.

PROACTSCIPr-UK is the recognised training for staff at Warmley Park School as it is in line with the school's ethos on least restrictive practice, and it promotes proactive strategies. Any physical interventions will be fully discussed with parents and recorded immediately after the incident.

## **ATTACHMENT AND TRAUMA**

Warmley Park recognises that some children and young people will have experienced situations and circumstances which have caused trauma, or attachment difficulties as a result of Safeguarding issues. In supporting children and young people, Warmley Park has an attachment and trauma lead and an attachment and trauma assistant. However it is the responsibility of all staff to support the emotional wellbeing of children and young people by listening to them, and helping them to feel safe. Warmley Park has a range of tools that can be accessed to support children and young people with attachment or trauma difficulties which can include referral to external agencies.

## **CURRICULUM ENRICHMENT ACTIVITIES**

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

## **CONTRACTED SERVICES**

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

## Equality and Community Cohesion

Warmley Park School is committed to equality for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity and will not tolerate harassment of any kind. Our work and progress in this area is detailed within the Single Community Cohesion and Equality Scheme (SCCES) which is updated annually and informed by pupil and parent questionnaires, and discussion with staff.

Warmley Park School understands that our children and young people are growing up in circumstances where there are differing family patterns and lifestyles which reflect different racial, ethnic, and cultural groups. However child abuse or any practice which impacts on the wellbeing of children and young people will not be condoned for religious or cultural reasons.

### ***EIA outcomes***

- *The EWG found no areas of potential negative impact and actions resulting in positive impact are in place.*

Policy review:	EIA:	Ratify :	Policy update:	Due for review:
September 2016	September 2016	September 2016	November 2017	September 2018

## APPENDIX 1

### PROFESSIONAL RELATIONSHIPS AND PRACTICE- STAFF CODE OF CONDUCT

As employees we have a responsibility to keep children/young people safe whilst they are in our care. Equally so there is a duty of care to all staff employed within Warmley Park School. It is therefore imperative that the following procedures and policies are followed by all of us.

#### **Professional Conduct:**

All employees are required to be professional at all times and to take responsibility for questioning, reflecting on and addressing things that they observe and hear.

Employees must communicate any concerns they may have about equipment, a child/young person's welfare/progress and/or staff practice, effectively and to the appropriate person, as soon as it becomes a concern.

The use of mobile phones in areas where pupils are or could be present is not permitted.

#### **Professional Conduct - Confidential Information:**

You are required to respect the confidentiality of information relating to the children/young people whom you are working with, and you should only share this on a need to know basis and never discuss in busy public places either on or off site.

#### **Professional Conduct - Personal Safety/Integrity:**

Employees should not carry out the following practice without full discussion with their line manager or a senior member of staff;

- Giving lifts to pupils in their own car.
- Home visits.
- Additional support within a pupils' home.
- Communicating with current/ex pupils or their parents via the use of personal mobile phones.
- Communicating with current/ex pupils or their parents via the use of social networking sites.

#### **Safety Procedures:**

Please see detailed policy documents for further information on any of the areas listed below and ensure that you follow the recommended practice;

- **Child Protection** – always log and pass on any concerns to designated member of staff.
- **Injury, Accident, First Aid Response** – First Aiders are responsible for immediate response to accident or injury. If it is necessary to call an ambulance, please notify the office so that they can ensure paramedics are directed to the correct location. Accident forms should be completed immediately following any event and emailed to the Headteacher, the appropriate Head of Department, and the administrative officer.
- **Individual pupil protocols, risk assessments** – ensure that you have read protocols where appropriate for whom you are working with which include Care Plans, Individual Behaviour Plans, and Individual Education Plans.
- **Fire Evacuation** – familiarise yourself with evacuation procedures. There is a plan on the back of each door which shows the fire exits.

- **Educational Visits Risk Assessment** – ensure that forms have been completed before embarking on visits off the school/establishment sites - no risk assessment, no off site activity.

#### **Pupil needs:**

You must make yourself aware of the needs of the children and young people with whom you are working, particularly in relation to equipment required, including communication aids, seating systems, accessible equipment such as adapted cutlery and personal care requirements. You must also ensure that you make yourself aware of the medication needs of the children/young people with whom you are working and seek support and training where appropriate for the administration of this (see Care Plan). The independence of children and young people should always be promoted.

#### **Manual Handling:**

You are required to;

- attend manual handling training every two years as requested (facilitated by Warmley Park School)
- read individual manual handling risk assessments,
- follow the practice indicated, including that related to clothing, footwear and jewellery.

#### **Feeding & Swallowing:**

You are required to

- attend feeding and swallowing training, as and when appropriate, (facilitated by Speech and Language Therapists)
- read and adhere to individual pupil plans, following the diets and practice indicated for the individual - see pupil care plans.

#### **Hygiene/Toileting/Personal Care Support:**

Ensure that you follow good practice in relation to hygiene, toileting, and personal care support including single use of gloves and aprons, restricting use of gloves and disposables to bathrooms, appropriate disposal of waste, regular hand washing, being discrete when requesting children and young people for the bathroom and discussing their needs in relation to toileting.

#### **School Security:**

You are required to follow school security advice in relation to main access doors and closing of windows and doors at the end of the school day.

#### **School Safety Advice:**

You must follow school safety advice in relation to whenever pupils are in the building which includes no eating and drinking on corridors, no carrying of hot drinks on corridors, no kettles in classrooms, and no use of mobile phones whilst on duty.

#### **E-Safety:**

Employees must not use social networking sites to discuss any issues relating to school practice, pupils, or their views about their colleagues.



No personal cameras or mobile phones should be used to take photos of the pupils. Photos of staff with pupils must not be used outside of school or posted on the internet or social network sites.

#### **Dress Code:**

Warmley Park School does not have a specific dress code. However, you should aim to **dress in smart casual** appropriate clothes for your role and the activities of the day. You should also be mindful to the fact that we support children and young people from ages 3 to 19 years, some of whom are easily distracted and/or vulnerable. Line Managers retain the right to request you to adjust clothing choice, change footwear and/or remove jewellery if necessary.

#### **Personal Hygiene:**

Please remember that you are working in close proximity to many pupils who are in supported seating systems so please be vigilant about your own personal hygiene.

#### **Immunisations:**

At any given time we may be working with a number of children or young people who have increasingly complex needs. In order to keep yourself safe it is advisable that you seek individual medical advice from your practice nurse or GP regarding your own health in relation to the role and your immunisation levels, requesting immunisation where necessary/appropriate.

#### **Safeguarding Status:**

The safety of the young people in our care is of paramount importance to us at all times. Stringent efforts are made during recruitment to ensure that you are only appointed to our organisation if we are confident that there are no concerns about you in relation to safeguarding young people, **if your status in relation to this changes at any time or an allegation is made against you outside of the workplace you are obliged to inform the Headteacher or Deputy Head Teacher.**

All staff are required to complete a Disqualification by Association declaration. Failure to follow any of the above advice could lead to you compromising the safety of yourself and/or the children or young people with whom you are working. It is the responsibility of every member of staff to keep him/herself safe and to promote the safety, dignity and independence of the children and young people with whom they work.

Following this advice should ensure that you keep yourself safe as an employee, whilst also providing quality care and support for the children, young people, and families whom we are employed to support.

**Everyone at Warmley Park School is responsible for promoting the safety and well-being of our pupils at all times. If staff, parents/carers, volunteers, students, visitors require further advice or guidance in helping them to do this, the key designated people for safeguarding are:**

- Family Support Worker
- Headteacher
- Deputy Headteacher

## **APPENDIX 2**

### **STAFF GUIDELINES**

#### **A 'Good' Safeguarding School**

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

#### **ETHOS AND ENVIRONMENT**

- The school is a place where 'Every Child Matters'.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupils' work is displayed and changed regularly.

#### **PRACTICES AND PROCEDURES**

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment.
- The Single Assessment Framework is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school takes account of the Single Equality Act and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide – High End Needs Group, Behaviour Focus Group.
- The school has an identified person who administers medicines with back up staff in their absence
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

#### **PUPIL TRACKING**

- The progress and attendance of pupils is carefully tracked and monitored.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required

- Pastoral care is effective and efficient in supporting emotional needs.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

### **STAFF TRAINING**

- The Leadership and Management of the school are trained in Safeguarding and are effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate support from the local authority and governors
- Staff receive regular up-dated training on Safeguarding and identified staff including Family Support Worker receive higher level training as appropriate.

### **PUPIL ENGAGEMENT**

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities.
- Pupils are encouraged to participate in a range of activities which promote healthy lifestyles

### **THE CURRICULM**

- The PSHE and Citizenship programme is effectively implemented by all staff and pupils.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, safety at home, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupils' behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying; racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the internet. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise, reward and celebrate pupils' behaviour and achievements in lessons, as they move around school, and through engagement with the local community.

### **WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES**

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families which is the specific responsibility of the Family Support Worker, but upheld by all members of staff and governors.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.

- The school will use external support and processes which include working with the community nursing service, and Intensive Positive Behaviour Support Service to work with children and their families.

**If you have a concern at any time about a child's safety or well-being or the behaviour of staff members, students, visitors or volunteers then you have a duty to report it immediately to a Designated Safeguarding Lead.**

**Thank you for working together to help us to keep our children safe.**