

Safeguarding Policy

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Who to contact if you have a safeguarding concern:

School – Catherine Alger

Designated Safeguarding Person (DSP)

Kings Monkton School

02920 482854

catherinealger@kingsmonkton.org.uk

staysafe@kingsmonkton.org.uk

School – Karen Norton

Deputy Designated Safeguarding Person (DDSP)

Kings Monkton School

02920 482854

karennorton@kingsmonkton.org.uk

Cardiff Safeguarding

Children's Access Point

Cardiff Multi Agency Safeguarding Hub

Social Care & Health

PO Box 97

Cardiff

CF11 1BP

Tel: 029 2053 6490 or 029 2078 8570 (out of hours contact)

CIW

Welsh Government office
Rhydycar Business Park
Merthyr Tydfil
CF48 1UZ
ciw@gov.wales
Tel: 0300 7900 126

Welsh Government

Cathays Park
Cardiff
CF10 3NQ
Tel: English: 0300 0603300
Tel: Welsh: 0300 0604400

Introduction

Kings Monkton School core principles are as follows:

The company's responsibility to safeguard and promote the welfare of children and young people is of paramount importance

Representatives of children/young people, parents and staff will be involved in policy development and review

Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

Safeguarding statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children/young people. We endeavour to provide a safe and welcoming environment where children/young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children/young people receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers, contractors and visitors and are consistent with those of the local safeguarding children boards (LSCBs) involved with our children and young people.

Policy principles

The welfare of the child/young person is paramount

All children/young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection

All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child/young person is at risk of harm

Children/young people and staff involved in safeguarding issues will receive appropriate support

Policy aims

To provide all staff with the necessary information to enable them to meet their safeguarding and

safeguarding responsibilities

To ensure consistent good practice

To demonstrate the company's commitment with regard to safeguarding to children/young people, parents and other partners

To contribute to the service's safeguarding portfolio

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Safeguarding refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the company, full time or part time, in either a paid or voluntary capacity.

Child/Young person refers to all young people who attend the school whether under or over 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Context

Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (Wales) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are children/young people at the school. Due regard is also given to Section 175 of the same Act which applies to Wales. In this respect Welsh Assembly Government Circular 005/2008 applies.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children/young people, school staff are uniquely placed to observe changes in children and young people's behaviour and the outward signs of abuse. Children/young people may also turn to a trusted adult in the service when they are in distress or at risk. It is vital that staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

Key personnel

The designated safeguarding person (DSP) and deputy designated safeguarding person (DDSP) on site are as follows:

ALNCo Catherine Alger (DSP)

Contact details: catherine.alger@kingsmonkton.org.uk

Vice Principal Karen Norton (DDSP)

Contact details: karennorton@kingsmonkton.org.uk

The Director responsible for Safeguarding is Paul Norton, Principal

Contact details: paulnorton@kingsmonkton.org.uk

The Responsible Individual for the company is: Paul Norton, Principal
Contact details: paulnorton@kingsmonkton.org.uk

Roles and responsibilities

The DSP:

- is appropriately trained
- acts as a source of support and expertise to the service's community
- has an understanding of LSCB procedures
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the child/young person's general file
- notifies children's social care if a child/young person with a safeguarding plan is absent for more than two days without explanation
- ensures that when a child/young person with a safeguarding plan leaves the school, their information is passed to their new school and the child/young person's social worker is informed
- attends and/or contributes to safeguarding conferences
- coordinates the service's contribution to safeguarding plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the safeguarding policy
- ensures that the safeguarding policy is reviewed annually
- liaises with the Responsible Individual and the Principal as appropriate
- keeps a record of staff attendance at safeguarding training
- makes the safeguarding policy available to parents

The school has:

- a DSP for safeguarding who is a member of the leadership team and who has undertaken training in inter-agency working, in addition to basic safeguarding training
- a safeguarding policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal, Vice Principal and other senior members of the school.
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff receive safeguarding training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding.

The senior management team:

- Ensure that the safeguarding policy and procedures are implemented and followed by all staff
- Allocate sufficient time and resources to enable the DSP to carry out the role effectively, including the assessment of children/young people and attendance at strategy discussions and other necessary meetings
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- Ensure that children/young people's safety and welfare is addressed through the curriculum.

Good practice guidelines

To meet and maintain our responsibilities towards children/young people we need to agree standards of good practice.

Good practice includes:

- treating all children/young people with respect
- setting a good example by conducting ourselves appropriately
- involving children/young people in decisions that affect them
- encouraging positive and safe behaviour among children/young people
- being a good listener
- being alert to changes in children/young people's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the company's safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the child/young person's permission (where applicable and possible) before doing anything for them of a physical nature, such as assisting with toileting, dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children/young people and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children/young people lead to an increased risk of abuse.

Abuse of trust

All staff are aware that inappropriate behaviour towards children/young people is unacceptable and that their conduct towards children/young people must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the company and a child/young person using the services of the company may be a criminal offence, even if that child/young person is over the age of consent.

Children who may be particularly vulnerable

Some children and young people may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and safeguarding procedures that fail to acknowledge children and young people's diverse circumstances, rather than the individual child/young person's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues, learning disabilities and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our children/young people receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations

- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

Support for those involved in a safeguarding issue

Child abuse is devastating for the child or young person and can also result in distress and anxiety for staff who become involved. We will support children/young people and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child/young person, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from children/young people or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

Complaints procedure

Our complaints procedure will be followed where a child/young person, parent or social worker raises a concern about poor practice towards a child/young person that initially does not reach the threshold for safeguarding action. Poor practice examples include unfairly singling out a child/young person, using sarcasm or humiliation as a form of control, bullying or belittling a child/young person or discriminating against them in some way.

Complaints are managed by senior staff and the Principal. An explanation of the complaints procedure is available to parents/carers on request. Complaints from staff are dealt with under the company's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child/young person are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child/young person is paramount. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child/adult abuse by colleagues should be reported to the Principal or DSP. There has been an email address set up in order to give staff another avenue to report any concerns regarding safeguarding which is staysafe@kingsmonkton.org.uk. These emails are sent directly to the Principal and Vice Principal.

Complaints about the Principal or Vice Principal should be reported directly to Cardiff Multi Agency Safeguarding Hub (MASH).

The LSCB website, www.cardiff.gov.uk/lscb gives information to those who work with children and families and direct links to all LSCB protocols. If you have concerns about a child please contact;

Intake and Assessment Team
Social Care & Health
PO Box 97
Cardiff
CF11 1BP
(029) 2053 6400
LSCB@cardiff.gov.uk

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child/young person to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can, and do, happen. A child/young person may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to children/young people and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff must comply with the 2014 WAG guidance 'Safeguarding children in Education: handling allegations of abuse against teachers and other staff' and follow a set agenda.

Initial considerations: The procedures for dealing with allegations need to be applied with common sense and judgement. The Local Authority Designated officer for Child protection (LADO) should be informed of ALL allegations that come to a school's attention so that they can consult children's social services and the police as appropriate. The following definitions should be used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegations

False: there is sufficient evidence to disprove the allegation

Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;

Uninformed: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all circumstances.

Unsubstantiated: this is not the same as a false allegation. It means there is insufficient evidence to prove or disprove the allegation. The term does not imply guilt or innocence.

Receipt of an allegation

Allegations should be brought immediately to the attention of the Principal or DSP. The Principal should inform the DSP of ALL allegations of abuse that come to his attention. The DSP should immediately discuss the allegation with the Local Authority Designated Officer for Child Protection (LADO), the purpose of which is to consider the nature, content and context of the allegation and agree a course of action. The initial enquiries should establish:

- that an allegation has been made
- what is alleged to have occurred
- when and where the episode is/are alleged to have occurred
- who was involved

- any other persons present

The LADO may request relevant additional information such as previous history, whether the child of their family have made similar allegations and the member of staff's current contact with children.

Informing Parents/ Carers

Parents/carers should be made aware of the allegation as soon as possible. Where a strategy discussion is required or police or children's services need to be involved the Principal/DSP should consult those agencies and agree what information can be disclosed to the parents/carers. Parents/carers should be kept informed about the progress of the case and be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

Informing the accused person

You should inform the accused person as soon as possible and provide them with as much information as possible.

Supporting those involved

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegation process. Support for the individual is key to fulfilling this duty. Employees should be given access to welfare counselling or medical advice.

Confidentiality

It is important that the school and home make every effort to maintain confidentiality to guard against unwanted publicity while an allegation is being investigated or considered.

The full procedures for dealing with allegations against staff can be found in 'Safeguarding children in Education: handling allegations of abuse against teachers and other staff

<http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>

A copy can also be found on the shared drive staff/schoolpolicies2017

Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff will receive training during their induction. All staff will receive training that is updated at least every three years, and supplemented by the school's e-learning programme. The DSP will receive training updated at least every two years, including training in inter-agency procedures.

Safer recruitment

Our company endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the company's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children/young people
- provide evidence of identity and qualifications
- be checked through the Disclosure and Barring Service (DBS) as appropriate to their role prior to starting with the company
- Be formally interviewed following a short listing process

- Provide proof of medical fitness
- Provide verification of qualifications
- Provide verification of professional status (EWC, QTS, NPQH)
- Provide evidence of successful completion of statutory induction period – QTS (for teaching staff where applicable)
- Provide proof of right to work in the UK

All new members of staff will undergo an induction. The purpose of this induction is to

- Provide training and information about our policies and procedures
- Support individuals in a way that is appropriate to their role
- Confirm the conduct expected of staff
- Provide opportunities for new staff to discuss any issues or concerns about their role and responsibilities
- Enable Senior Managers to recognise any concerns or issues about the individual's ability or suitability at the outset and address them immediately

All staff sign are to confirm they have received a copy of the safeguarding policy upon receipt of it (see: appendix).

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children/young people attend off-site activities, we will check that effective safeguarding arrangements are in place.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect children/young people we will:

- seek their consent (or those who hold parental responsibility where they are unable to give consent) for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child/young person's first name with an image
- ensure children/young people are appropriately dressed
- encourage children/young people to tell us if they are worried about any photographs that are taken of them.

Radicalisation

In 2012 the Government launched a refocused Prevent strategy. This strategy contained objectives to:

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

As a school we will ensure that we are protecting our pupils from radicalisation by

- Adopting the Channel approach and work with multi agencies to protect our pupils from risk of radicalisation
- Ensure that the DSP has attended WRAP (Workshop to Raise Awareness of Prevent) training
- A suitable risk assessment has been completed highlighting the potential risk of radicalisation and extremism in the local area and shared with the staff team
- Ensured that senior managers understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it
- Staff are aware of what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it
- Ensure that appropriate training has been given to staff taking into account the level of risk in the local area
- Ensure that staff know how to obtain support for pupils who may be being exploited by radicalising influences
- Ensure that the curriculum provides appropriate opportunities for pupils to learn about the dangers of radicalisation and extremism and that relevant topics are taught without religious, political or ideological bias

E-Safety

Most of our children/young people will use computers at some time, and some will use mobile phones. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's ICT policy explains how we try to keep children/young people safe in school. Cyber-bullying by children/young people, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children/young people are not allowed to access these sites in school. Some children/young people will undoubtedly be 'chatting' on mobiles or social networking sites at home and we work with children/young people who may be engaging in this activity to raise their awareness of the dangers.

Please refer to our e-safety policy and Antibullying policy for further information and guidance on this matter.

Safeguarding procedures

Recognising abuse

To ensure that our children/young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Acceptable chastisement excludes use of any implement or a fist.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness or FII).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person, such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children/young people. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children/young people frequently to feel frightened or in danger, or the exploitation

or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child/young person is aware of what is happening. The activities may involve physical contact, including penetrative (for example, rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children/young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children/young people to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child/young person from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs.

Definitions taken from Working Together to Safeguard Children (HM Government, 2006).

Bullying

While bullying between children/young people is not a separate category of abuse it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All children/young people and parents receive a copy of the anti-bullying procedures on joining the service and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the DSP will consider implementing safeguarding procedures.

Please see our Antbullying Policy for more details

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child/young person has been inadequately supervised. The identification of physical signs is complicated, as children/young people may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child/young person has been abused.

A child/young person who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own, or others, safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work or other activities
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child/young person is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children/young people do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children/young people, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child/young person, for example, call 999
- report your concern to the DSP or Principal by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you suspect a child/young person is at risk of harm

There will be occasions when you suspect that a child/young person may be at risk, but you have no ‘real’ evidence. The child/young person’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the child/young person the opportunity to talk or communicate in their preferred method. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is

very ill. It is fine to ask the child/young person if they are 'okay' or if you can help in any way.

If the child/young person does begin to reveal that they are being harmed you should follow the advice in the section 'If a child/young person discloses to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the DSP or with the Principal.

If a child/young person discloses to you

It takes a lot of courage for a child/young person to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child/young person communicates to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child/young person may think that you do not want to listen, if you leave it till the very end of the conversation, the child/young person may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child/young person:

- Allow them to speak freely.
- Remain calm and do not over react – the child/young person may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this. You can ask questions such as who/where/when but not with specific details, such as 'did your dad do this on Tuesday?'
- At an appropriate time tell the child/young person that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child/young person who has been abused.
- Avoid admonishing the child/young person for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child/young person what will happen next. The child/young person may agree to go with you to see the DSP. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the reflective account form and hand it to the DSP. You can also email this information to them as well.
- Seek support if you feel distressed.

Notifying parents

The company will not disclose a safeguarding concern raised by a child/young person with the parent until they have notified the safeguarding team and taken guidance from them.

Referral to children's social care

The DSP will make a referral to children's social care if it is believed that a child/young person is suffering or is at risk of suffering significant harm or they already have a social worker in which case they must be informed immediately and if it is out of hours then the Emergency Duty Team (EDT) for that local authority should be contacted ASAP. The child/young person (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child/young person.

Children/young people with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the company's anti-bullying procedures where necessary. However, there will be occasions when a child/young person's behaviour warrants a response under safeguarding (or POVA if over the age of 18 years) rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the service will work with other relevant agencies to maintain the safety of the whole school. Young people who display such behaviour may be victims of abuse themselves and the safeguarding procedures will be followed for both victim and perpetrator.

Confidentiality and sharing information

All staff will understand that safeguarding issues warrant a high level of confidentiality, not only out of respect for the child/young person and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSP or Principal. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Safeguarding information will be stored and handled in line with Data Protection Act 1998 principles.

Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store safeguarding information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Safeguarding information will be stored separately from the child/young person's school file and the school file will be 'tagged' to indicate that separate information is held. The information may be held on their main file in the home under Safeguarding but access to this may be restricted and only certain people will be allowed access to it.

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act,

which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see safeguarding records, they should refer the request to the Principal.

The Data Protection Act does not prevent the service's staff from sharing information with relevant agencies, where that information may help to protect a child.

The services policy on confidentiality and information-sharing is available to parents and children/young people on request.

Reporting directly to safeguarding agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with CIW, police or the NSPCC if:

- the situation is an emergency and the DSPs, and the responsible individual, or Directors are not available.
- they are convinced that a direct report is the only way to ensure the child/young person's safety.

Related safeguarding policies

Discipline Policy

Complaints procedure

Anti-bullying

Whistleblowing

Access and Inclusion

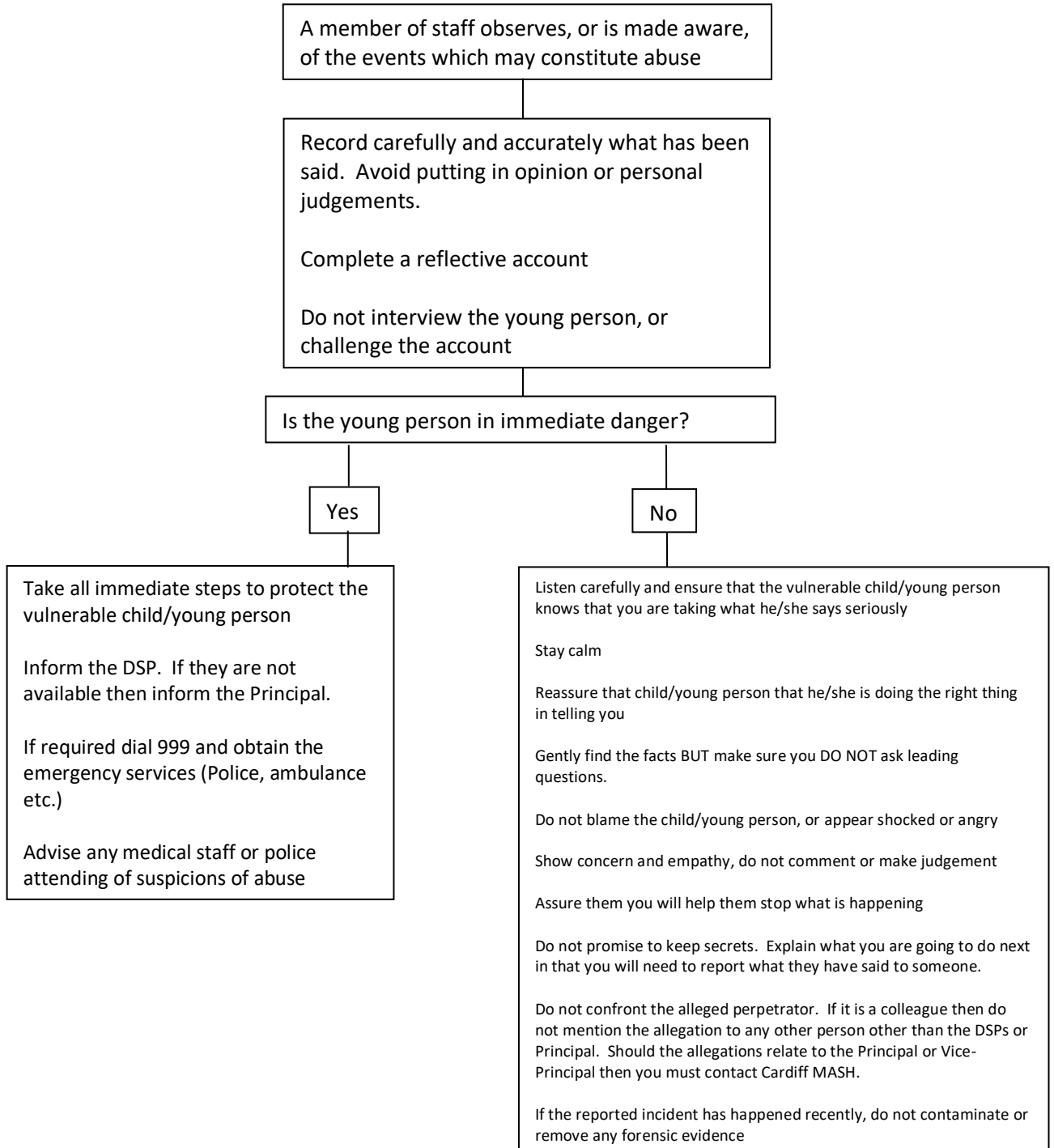
Managing allegations

Grievance and disciplinary

e-safety policy

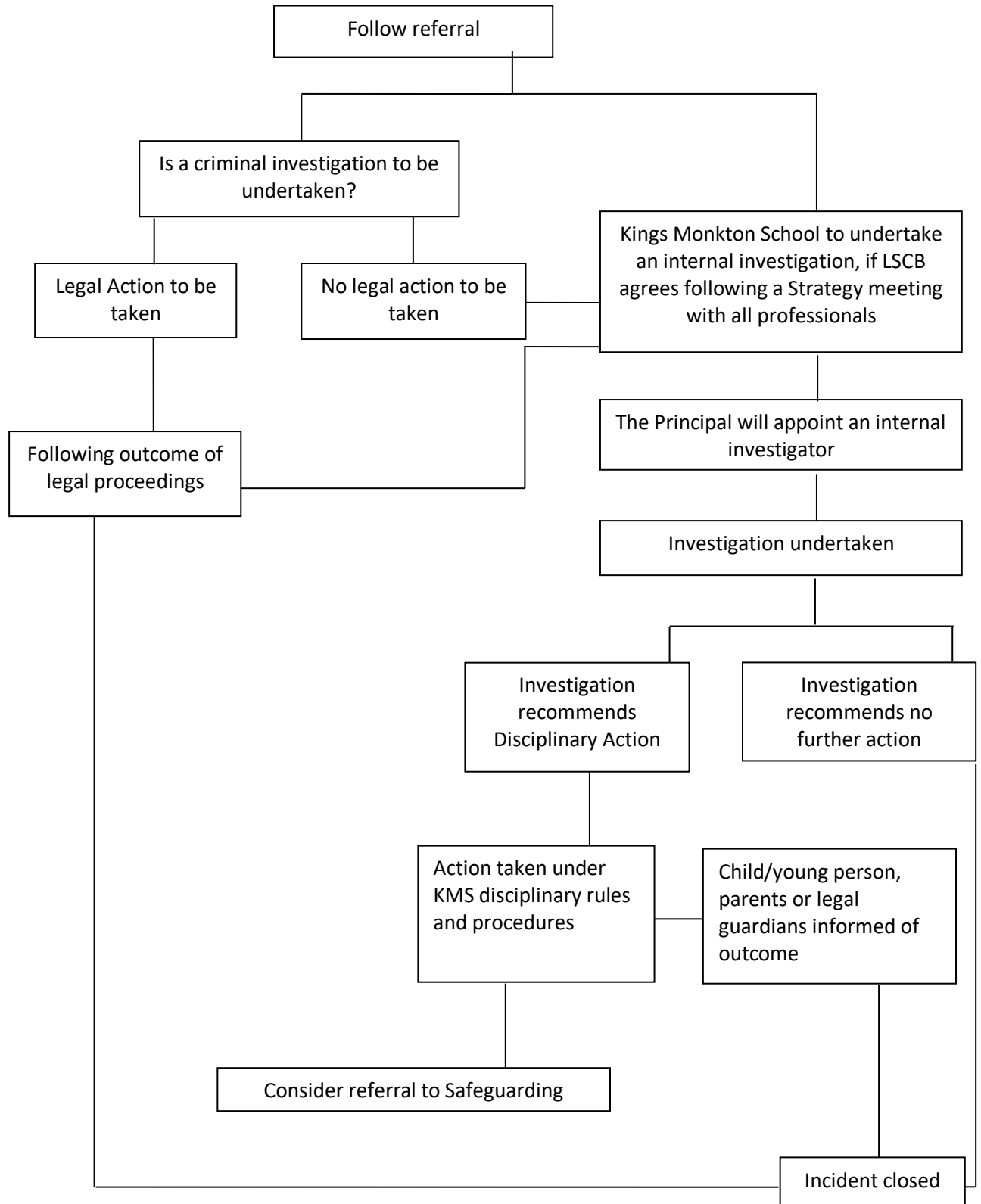
Appendix 1

Alerting Allegations of Abuse



Appendix 2 Investigating Allegations of Abuse

Once a safeguarding issue has been passed on to the DSP or responsible individual then the local safeguarding children's board will be informed along with CIW (schedule 5 notification). The flowchart below explains the process that takes place.



Appendix 3

Confirmation of receipt of safeguarding policy

Name: _____

Date of joining school: _____

Post: _____

Date of induction: _____

I confirm that I have received and read the school's safeguarding policy.

I have been made aware of my duty to safeguard and promote children and young people's welfare.

The procedure for reporting concerns about a child/young person has been explained to me.

Signature: _____

Name: _____

Date: _____

Please sign and return this form to Rachael Newby in school office.

Policy Review Date: September 2019

Signature: P R Norton (Principal)

Safeguarding Reflective Account **Recognise Respond Record and Report**

Date:	Time:
Place and people who were present at the discussion:	
Name of person raising concern:	Name of person concern is about:
<p>What you do:</p> <ul style="list-style-type: none"> • Encourage the child to talk, but do not prompt or ask leading questions. Don't interrupt when the child is recalling significant events. Don't make the child repeat their account. • Explain what actions you must take in a way which is appropriate to the age and understanding of the child. • Do not promise to keep what you have been told secret, as you have a responsibility to disclose information to those who need to know. • Reporting concerns is not a betrayal of trust. Write down what you have been told using exact words if possible. • Report your concerns to Catherine Alger DSP, or the Deputy Mrs Karen Norton. If concern is regarding the Principal or Vice Principal contact Cardiff MASH directly • Do not confront the alleged abuser. 	
<p>Practical advice about recording</p> <ul style="list-style-type: none"> • Make sure your writing is legible. • Be clear and concise. • Include all relevant information – what did you see, hear? Who said what, when and how? • If quoting the child or young person quote accurately and use the same words that they use • Be precise with time words – what does always, frequent, never mean? • Free from jargon and abbreviations. • Separate fact from opinion • Professional judgement supported by evidence. • Signed and dated and timed. 	
Summary of concern:	

Action taken (list everything you have done so far, including ensuring safety of child):	Reported to:
Further Actions (identify anything you have been asked to do):	
Signed:	
Print Name:	Date: Time:

Form passed to: _____

Date: _____

<u>Notes by DSP:</u>

Safeguarding Tracking form

Date:

Time:

Name of person raising concern:

Name of person dealing with concern:

Immediate action taken:

Summary of concern:

Ongoing progress:

Outcome:

Further Actions:
Conclusion:

This policy is not contractual and may be varied by the school at any time.