



Penn Fields School Safeguarding Strategy

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Penn Fields School Safeguarding Policy and Procedures

Introduction:

This policy should be used in conjunction with the separate Child Protection Policy.

Definition

Safeguarding involves protecting children from maltreatment, preventing impairment of children's health or development and ensuring that children are growing up in circumstances consistent with the provision of safe and effective care. Child Protection is what we put in place for children who have been harmed or are at significant risk of being harmed. The child protection policy refers to quite clear procedures. Safeguarding is a relatively new term and involves 'promoting welfare'. It was brought into practice and guidance with the Children Act 2004 and is a much wider concept than child protection. Child protection in effect forms a small part of safeguarding.

This strategy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with Government publications:

- ❖ 'Working Together to Safeguard Children' 2015,
- ❖ Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000,
- ❖ 'What to Do if You are Worried a Child is Being Abused' 2003.

- ❖ 'Keeping Children Safe in Education' 2016 and in line with Wolverhampton LSCB interagency child protection and safeguarding procedures (<http://www.wolvesscb.org.uk>).

The Lead DSL is School Welfare Officer, Jackie Callaghan, who is a member of the Senior Leadership Team. The Deputy DSL is the Head Teacher.

1. Aims:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued, respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school. This will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially Social Care and the Police.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)¹, and a central record is kept for audit.

2. We will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection policy together with a staff behaviour (code of conduct) policy.
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior leader is the Designated Safeguard Lead (DSL) for Child Protection.
- On appointment, the DLS undertake interagency training and to 'update' this training every 2 years. In addition to the formal training the DSL's knowledge and skills will be updated via e-bulletins, meeting other designated safeguard leads etc at regular intervals.
- Staff will receive regular Safeguarding training with regular updates as appropriate.
- Any weaknesses in Child Protection are remedied immediately.
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- The Head Teacher is involved in recruitment and at least one member of the governing body has also completed safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years.

¹ Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy.
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the Designated Officer² for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)³ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- The name of the designated members of staff for Child Protection, the DSLs¹, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All new members of staff will be given access to a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website

3. Responsibilities

The designated DSL's are responsible for:

- Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)
- Keeping written records of concerns about a child even if there is no need to make an immediate referral. Ensure that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file in 3.1 above is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

² Designated Officer for allegations against staff.

³ Contact the Designated Officer³ for guidance in any case

- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker, or Social Care Team.
- Organising child protection induction, and regular update training for all school staff.
- Providing, the Head teacher with an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on child protection plans (anonymised)⁴

Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child for whom there have been concerns after they leave school. Appropriate information will be copied under a confidential cover and forwarded to the child's new setting. Medical records also need to be forwarded as a matter of priority.

Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Headteacher or DSL' will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep their secret which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult

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with Wolverhampton Multi-Agency Safeguarding Hub on 01902 555662 or 01902 555701.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Allegations Against Staff

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All Staff should be aware of Local Guidance on Behaviour Issues, as well as the school's own Behaviour Management policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given as part of our induction programme
- We understand that a pupil may make an allegation against a member of staff.
- If an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher⁵.
- The Headteacher on all such occasions will discuss the content of the allegation with the Designated Officer⁶ (previously known as LADO)
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.
- The school will follow the *LOCAL* procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the Designated Officer⁷.
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the Designated Officer⁸ and Personnel Consultant in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.

Whistle Blowing

⁵ or Chair of Governors in the event of an allegation against the Headteacher

⁶ Designated Officer⁶ for allegations against staff.

⁷ Designated Officer⁷ for allegations against staff.

⁸ Designated Officer⁸ for allegations against staff.

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All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/ Designated Officer⁹ following the Whistleblowing Policy.

Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

Extremism and Radicalisation

Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up but we recognise that, children and young people can be exposed to extremist influences or prejudiced views, particularly via the internet and other social media. We will endeavour to help pupils learn about different cultures and faiths (as directed by the Department for Education) and gain an understanding of the British values we share which are defined in the Governments 2011 Prevent Strategy as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

By providing a safe environment we will support young people to express their views but also appreciate the impact their views can have on others. We will encourage pupils to take responsibility for their actions and to understand that the use of violence to further any cause is intolerable. Staff have been briefed on the indicators of possible extremism and radicalisation and will refer any concerns to the DSM immediately

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes

⁹ Designated Officer⁹ /LADO Local Authority Designated Officer for allegations against staff.

- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

Monitoring and Evaluation

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

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

Appendix 1

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections

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- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 2

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Appendix 3

Private Fostering

Do you know a child being looked after by someone who is not a close relative?

If you do this is known as private fostering. Private fostering is defined as:

"when a child or young person under 16 years old (or 18 if they have a disability) is looked after by someone who is not a parent, close relative, guardian or person with parental responsibility for 28 days or more without the involvement of City of Wolverhampton Council."

Close relatives are defined as:

- Brothers and sisters
- Aunts and uncles
- Grandparents
- Step-parents

An arrangement is likely to be private fostering if the child lives with:

- Cousin
- Friend
- Neighbour
- Host family
- Great aunt/uncle
- Great grandparent
- A divorced step-parent
- Independent boarding school (if the child remains for more than two weeks during the holidays)
- Cultural use of aunt or uncle who are no blood relation

If you know of a child who is in a private fostering arrangement you have a legal responsibility to tell City of Wolverhampton Council. Please call the Multi-Agency Safeguarding Hub on 01902 555392 to discuss it. Out of office hours, if you think that a child is at immediate risk, please call 01902 552999.