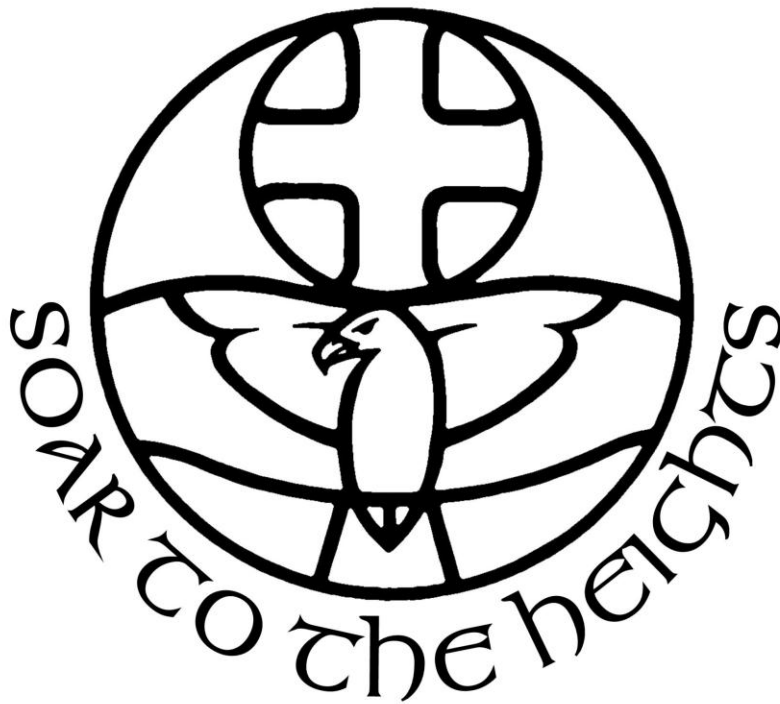


THE VENERABLE BEDE CHURCH OF ENGLAND SECONDARY SCHOOL



SAFEGUARDING POLICY

Reviewed July 2011

The Venerable Bede School Whole-School Safeguarding
Children/Young People Policy

“Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

- **Providing a safe environment for children and young people to learn in education settings; and**
- **Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school”**

Taken from “Safeguarding Children In Education”

This policy draws upon good practice within Sunderland Local Safeguarding Children Board - LSCB which are commensurate with the Guidance document “Working Together to Safeguard Children”.

All education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting;
- Promote safe practice and challenge poor or unsafe practice;
- Identify instances in which there are grounds for concern about a child / young person’s welfare and take appropriate action to keep children / young people safe;
- Contribute to effective partnership working between all those involved with providing services for children.

Taken from “Safeguarding Children In Education”

Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person. Development includes physical, intellectual, emotional, social or behavioural development. Health includes physical and mental health. Ill-treatment includes sexual abuse and other forms of ill – treatment that are not physical. This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.

1. Purpose Of A Safeguarding Policy

- 1.1. An effective whole school policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with Safeguarding/child protection issues. An effective policy also makes explicit the school’s commitment to the development of good practice and sound internal school / service procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

2. Introduction

The Venerable Bede Church of England School aims to ensure the safety of all students. We work in the light of the Christian Gospels to safeguard and promote our pupil’s welfare, safety, health and

guidance by fostering an honest, open, caring and supportive climate. The student's welfare is of paramount importance.

- 2.1.1. The aim of this policy is to make transparent how we can work together to most effectively safeguard students.
- 2.2. The Venerable Bede School fully recognises the contribution it can make to protect children and support students in school.

There are three main elements to our Safeguarding Policy.

(a) Prevention:

Through a positive Christian school atmosphere, through teaching and through pastoral support; we aim to prevent abuse by helping young people to acquire the relevant information skills and attitudes to resist abuse in their own lives and to prepare them for the responsibilities of their adult lives including parenthood.

(b) Protection:

By following agreed procedures effectively managing suspicion of significant harm, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Safeguarding concerns.

(c) Support:

Children/Young People who may have been abused or be abusers.

The stress of this kind of work is considerable. All staff who have handled suspicions/disclosures, attended child protection conferences or court, should be supported within school and also ensuring that support from outside is sought where appropriate.

The school recognises that children/young people in distress through experiences outside of the classroom will be less able to achieve their potential. While it is clear that children need firm boundaries, staff may take into account their distress in managing their behaviour

- 2.3 This policy applies to **All teaching, non teaching and volunteer staff.**

3. School Commitment – School Mission Statement

- 3.1. 'We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse.'

Our school will therefore:

- (a) Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to. (Clearly outlined in 'Every Child Matters Documents)
- (b) Ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty.

- (c) Include in the curriculum activities and opportunities for PSHE / Citizenship which equip students with the skills they need to stay safe from abuse and which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- (e) Ensure that wherever possible every effort will be made to establish Effective working relationships with parents and colleagues from other agencies.

4. Framework

- 4.1 Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire Local Authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.' (*Working Together to Safeguard Children 1999*)

Child protection is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland's Local Safeguarding Children's Board.

We are committed to respond in accordance with the City of Sunderland Area child protection committee child protection procedures in all cases where there is a concern about significant harm.

Significant harm

Local Authorities duty is to **investigate** (S47 of the Children Act 1989). Where a Local Authority is informed that a child who is living, or is found, in their area is either subject to an emergency protection order, Police protection or they have reasonable cause to suspect suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Children's Services undertake this responsibility on behalf of the Authority once a referral has been made.

Harm means ill treatment or the impairment of health or development; development means physical, intellectual, emotional, social or behaviour development.

Health means physical or mental health.

Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical.

Significance could exist in the seriousness of the harm or the implication of it. This will be a finding of fact for the courts. The court will have to establish which standard of health and development would be reasonable to expect for a child with similar attributes, assess the shortfall against the standard and decide whether the difference represents significant harm.

(Children Act guidelines and Regulation),

5. Roles and Responsibilities

- 5.1. All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LEA who have specific responsibilities under Child Protection procedures. The names of those

carrying these responsibilities for the current year are listed on the cover sheet of this document

The specific responsibilities of the Designated Person/Nominated Deputy are:

1. To have a sound knowledge of, and to respond in accordance with Sunderland's LSCB procedures for protecting children.
2. Refer cases of suspected abuse or allegations to the relevant investigating agencies.
3. Act as a source of support advice, expertise, co-ordination within the educational establishments when receiving welfare concerns/suspicion of child abuse and deciding whether to make a referral.
4. Liaising with relevant agencies.
5. Ensure that all staff report any welfare concerns/suspicion of child abuse to the designated person or nominated deputy/s in their absence.
6. Make referrals of all cases of suspected child abuse to the relevant Children's Services immediate response team .
7. Liaise with other agencies and co-ordinate the most appropriate school representative to attend/contribute at Child Protection meetings.
8. Monitor the transfer of students, alerting the Inclusion & Attendance Service of any concerns immediately. Maintain contact with other relevant schools where there is more than one child in the family.
9. When students leave the establishment ensure child protection files are passed on to the new establishment as soon as possible separately from main school files. A receipt must be returned to the forwarding school.
- 9 To keep detailed accurate secure written records of referrals /concerns.
Obtain access to resources and attend any relevant or refresher training every 2 years.
10. Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise.
11. Ensure each member of staff has access to and understands the School's Safeguarding Policy especially new or part time staff who may work with different educational establishments.
12. Be aware of all school excursions/residential visits and clarify with party leaders their role and responsibility in connection with Child Protection.
13. Ensure a whole school policy about the use of force to control or restrain students is in place.
14. Ensure an effective whole school policy against bullying, inclusive of measures to prevent all forms of bullying among pupils, is in place.
15. Ensure the Safeguarding Policy is updated and reviewed annually and work with the Governing bodies regarding this.
16. Ensure parents see copies of the Safeguarding Policy/paragraph in current prospectus /which alerts them to the fact that referrals may be made involving other agencies.

5.2 Specific Roles and Responsibilities of Governing Bodies

- Liaise with Designated Person and Principal to ensure school has policies and sound procedures which are consistent with Sunderland LSCB procedures for Child Protection - safe recruitment - allegations against staff.
- Ensure these are regularly reviewed and remedy any deficiencies.
- Ensure that Safeguarding is an annual item on governor agenda - to report on changes to policy/practise - training of all staff/governors.
- Ensure that school staff/governors have access to, and attend, training.
- Responsibility for oversight of procedures relating to complaints/allegations against staff including Principal.

The chair of Governors is responsible for taking action according to LEA procedures, when an allegation is made against the Principal.

The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It will

- ***Designate a governor for child protection who will oversee the schools Safeguarding Policy and practice and champion child protection issues.***
- ***Ensure an annual report is made to the governing body and copied to the Education Safeguarding Unit on child protection matters to include changes affecting Safeguarding policy and procedures, child protection training received, the number of incidents/cases (no Names) and the contribution of child protection to the curriculum.***
- ***Ensure that the policy is annually updated and reviewed.***

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

- 5.3 The Education Safeguarding Unit within the LEA offers advice, guidance support and training to all Schools

Procedures

For all Teaching & Non Teaching Staff

Any member of staff, teaching or non-teaching, receiving information (disclosure) of abuse will communicate this to the Designated Person.

Any member of staff having concerns about a student (suspicion of abuse) will communicate this to the Designated Person.

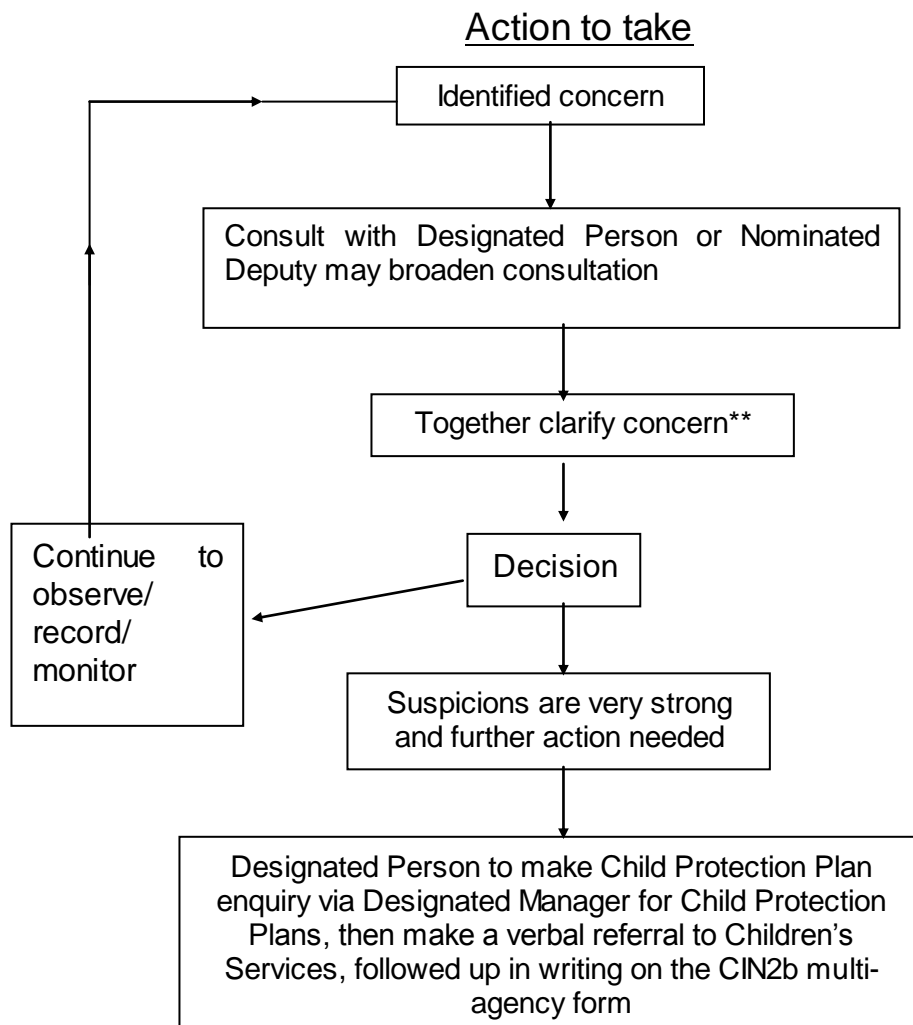
- 5.4 The following statement is included in the School Prospectus

Parents/carers should be aware that the school will take any reasonable action to safeguard the welfare of its students. In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the LSCB (Local Safeguarding Children's Board) child protection procedures and inform the Children's Services/The Education Child Protection Unit within the LA or the police public protection unit of their concern.

Referrals

Channels of communication should be quick and clear:

Suspected Child At Risk



** Any member of staff who is unhappy with the joint decision made with the Designated Person can contact the Education Safeguarding Unit

6 Training and Support

6.1 The Venerable Bede school will ensure that the Principal, the designated person and the governing body attend training relevant to their role and in compliance with the DFES guidance document safeguarding the welfare of children 0027/04.

All staff will have access to Child Protection training which is relevant and appropriate to their role. This should include training in procedures to follow, signs to note and appropriate record keeping. It is extremely important that all staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately if an incident should occur. Refresher training will be available every three years for all staff, but bi-annually for designated staff. The demands and difficulties associated with working in this very sensitive area cannot be ignored, and staff must receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.

Questions to consider

- Basic Safeguarding training is offered annually to all staff and a full school INSET run every 3 years. Any volunteer /casual workers receive Safeguarding training.
- Staff are informed by the designated person on a need to know basis re current Child Protection issues.
- All Safeguarding officers named in this document can provide internal support to staff if there are concerns or queries about child protection?

8. Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

A student cannot be told that information (disclosure) is totally confidential since it has to be passed on or referred for help to be sought. Information will be shared on a need to know basis only.

- Relevant staff will be informed on a need to know basis, respecting the right of the student to privacy but the need for some adults to be aware of some/all information if they are to support the student.
- Child Protection training will make clear the need for confidentiality to all staff, governors and volunteers. The Pastoral Programme will inform students.
- Staff must never guarantee confidentiality as where a child is suspected of being at risk there is a legal duty to inform.
- If a student asks to disclose “in confidence” the adult must tell them that a designated person must be told if there is a risk to the child. The student must be reassured that this information will not be shared with a large number of people – just those who need to know within the LEA and the designated person.
- This information must then be shared with a named person – see Appendix 1.
- The named person must then act appropriately according to LSCB regulations.

8.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including to Children’s Services departments], must always, however, have regard to both common and statute law.

8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the

disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

9. Records and Monitoring

- 9.1 Well-kept records are essential to good child protection practice. The Venerable Bede School is clear about the need to record any concerns held about a student or students with the Designated person.
- 9.1.1 The important status of these confidential records requires them to be separate from education files.
- 9.1.2 We transfer Child Protection records to other schools as appropriate.
- 9.2 These records must be dated, timed and contain factual observable information, which does not include interpretation or recommendations.
- 9.3 Third party information will be clearly acknowledged.

10. Attendance at Child Protection Conferences

- 10.1 An appropriate member of staff will attend any Child Protection meetings in order to play an active role in Safeguarding Children/Young People in The Venerable Bede School. Notes and official minutes must be lodged with the named person for CP as soon after the meeting as practicable.

11. Supporting Students at Risk

- 11.1 The Venerable Bede School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

- 11.2 This school will endeavour to support students through:
 - (a) the curriculum, to encourage self-esteem and self-motivation.
 - (b) the school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
 - (c) the implementation of school behaviour management policies.

- (d) a consistent approach, which recognises and separates the cause of behaviour from that which the student displays. This is vital to ensure that all students are supported within the school setting.
- (e) regular liaison with other professionals and agencies who support the students and their families.
- (f) a commitment to develop productive, supportive relationships with parents, whenever it is in the student's interests to do so.
- (g) the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

11.3 It is vital that our actions do not abuse the child further or prejudice further enquiries, for example:

- ✓ Listen to the student, try not to show it if you are shocked by what you are told
- ✓ It is OK to observe bruises but not to ask the student to remove clothes to show them.
- ✓ If a disclosure is made the pace should be dictated by the student without them being pressed for details by the teacher asking leading questions such as "what did s/he do next?" or "where did s/he touch you." It is our role to listen not to investigate. Use open ended questions.
- ✓ Accept what a student says. Be careful not to burden them with guilt by asking "Why didn't you tell me this before?"
- ✓ Do acknowledge how difficult it was for them to tell you.
- ✓ Don't criticise the perpetrator- the student may love them.
- ✓ Reassure the student that they have done the right thing, explain whom you will have to tell and why (the designated teacher) and depending on their age/state what the next stage will be. It is important not to make promises such as "It will be alright now" or "I will stay with you."

11.4 This policy should be read in conjunction with other related policies in school. These include:

Recruitment and Selection

- The school will operate safe recruitment practice including ensuring appropriate CRB and reference checks are undertaken according to circular DfES 0278/2002 child protection; preventing unsuitable people from working with children and young people in the Education Service
- The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Education Directorates Code of conduct for all employees.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust)
- Behaviour Management Policy
- Anti Bullying
- Special Education Needs
- Health and Safety. See separate policy.
- Relationships and Sex Education
- Ensure at least 1 member of staff on interview panel has completed Safer Recruitment training.

This policy has been informed by the following:

- Education Act 2002
- Sunderland LEA procedures for dealing with allegations/complaints against staff
- Framework for the Assessment of Children and Families

- Children Act 1989
- Working together to safeguard children DOH
- Circular 0027/04 Safeguarding and promoting the welfare of children etc
- Inquiries (national/local) informing and improving practices
- United Nations Charter for the Child
- Data Protection Act
- Sexual Offences Act 2003
- Protection of Children Act 2000
- Freedom of Information Act
- Report of the Bichard Enquiry 2004
- Sunderland Safeguarding Children Board Safeguarding Children Procedures

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

12. Safe Schools, Safe Staff

Complaints against employees

A child protection complaint involving a member of staff must be reported to the Principal immediately, either directly or via the designated person. If the complaint involves the Principal then the designated person is to be informed who will inform the Chair of Governors. Immediate consultation with the Education Safeguarding Unit will determine what action follows. A multi agency strategy meeting will be arranged to look at the complaint in its widest context, the Principal/designated person must attend this meeting.

Staff are advised to

- Avoid physical contact with students.
- Avoid working in a one-to-one situation with a student – where this cannot be avoided have the door open – the see through panels in doors must not be obscured.

13. The Multi-Agency Assessment and Referral Form (CIN2b)

- 13.1 This form should be used when we consider that a child has needs, which cannot be met, solely by the services or resources within the Education Directorate, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.
- 13.2 In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Multi-Agency Assessment and Referral form. The request for co-ordinated support services for a family should always be discussed with parents. The exception to this would be if doing so may place the child at further risk.
The form is completed by the most appropriate member of staff, usually designated person or nominated deputy and a copy given to the designated person to keep on file. The designated person and the Principal must be informed when a CIN2B is completed.
- 13.3 Where, following an assessment of a situation, it is considered immediate protective action is required; the Child Protection Designated Person must make a child protection referral. **This referral will be by telephone to Children's Services Initial Response Team. Confirmation of the referral must be made by completion and faxing of the CIN2b on the same working day. A copy must be faxed to the Education Safeguarding Unit and one kept on file by the named person. The Principal must be informed that the referral has been made.**

Appendix 1

Whole-School Policy on Child Protection/Safeguarding Children/Young People

Academic Year	Designated Person	Deputy Designated Persons	Nominated Governor
2011 - 2012	Lynne O'Leary	David Airey	Anne Marie Cook

Review date for this policy: July 2012

FOR INFORMATION ONLY

STANDARDS FOR EFFECTIVE CHILD PROTECTION PRACTICE IN SCHOOLS

These notes of guidance from OFSTED have been updated with reference to Circular 10/95. From September 1996, all inspections under Section 10 must assure the school's full compliance with the requirements of this circular.

N.B. These are to be re-issued and updated in light of the "Safeguarding" Agenda

In best practice, schools:

- (i) Have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- (ii) Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- (iii) Work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- (iv) Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- (v) Monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- (vi) Provide and support child protection training regularly to school staff and in particular to designated teachers to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- (vii) Contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- (viii) Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on sex education in circular 5/94;
- (ix) Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
- (x) Have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;

- (xi) Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- (xii) have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in "Safeguarding Children in Education";
- (xiii) Have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.