

Hanson

Safeguarding and Child Protection Policy

Updated October 2016

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Hanson recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. (Working Together to Safeguard Children 2015).

Hanson School fully recognises its responsibilities for safeguarding children and child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

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

Child protection is the responsibility of all school staff. Hanson School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Offer a bespoke Enrichment curriculum, relevant to each year group, which addresses key aspects of safeguarding and includes clear messages about anti-bullying, racism, homophobia and keeping safe while using social media. This will be delivered through an enhanced and dedicated provision called Enrich.
- Deliver regular whole staff and individual training and support to ensure staff are fully cognisant of safeguarding and child protection policies and procedures, including those relating to children's safety within school and within their communities.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. Those Key People are listed in Appendix 1 of this policy.

It is the role of the Governing Body and the School Leadership Team to ensure that the named persons for Safeguarding and Child Protection are properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

The School Leadership Team will ensure that named persons for Child Protection attend the required training and that they refresh their training every two years. Any other staff working in school that are not employed will also be appropriately trained (these include the catering staff and Amey site services team).

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A nominated governor must be offered an appropriate level of training and must undergo refresher training within a two year cycle. Copies of training records are held electronically and can be accessed through the Heads PA or Human Resources Team.

It is the role of the Designated Safeguarding Lead (DSL) to ensure that policies and procedures are in place, and up to date, to ensure that children are safe in school, and that both students and staff are aware of how this can be achieved. The DSL must ensure that all adults who work with young people receive the appropriate training and that this is recorded and kept up to date. Where appropriate, the DSL will put in place additional training and updates for staff. The DSL is further responsible for ensuring that the curriculum reflects the safeguarding needs of children in school and that staff deliver this curriculum effectively.

It is the role of the Named Persons for Child Protection to ensure that the Child Protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with the locally agreed procedures (01274 437500 Monday to Thursday: 8.30am to 5pm, Friday: 8.30am to 4.30pm).

Additionally, it is the responsibility of the Assistant Vice Principal with responsibility for Safeguarding to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this. On an operational basis this responsibility will be supported by the Core Named person Team. They will also ensure that all staff are trained appropriately.

The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy that locally agreed procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually. These will be included as a standing item on a meeting of the Governing Body. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

A statement in the school prospectus and on the school website will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school Child Protection Policy on request.

The school is committed to ensuring that recruitment of new staff is rigorous and is designed to discourage those who may be a danger to young people from applying. Members of the Senior Leadership team including the DSL and Deputy DSL have been trained in Safer Recruitment practices. **The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes, including:**

- Ensuring the Headteacher, other staff responsible for recruitment and one member of the Governing Body completes Safer Recruitment training.
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance. The single central record is held electronically and is available from the Deputy Principal (Behaviour and Safety), Assistant Vice Principal (Safeguarding) or HR.

The Deputy Principal, the Assistant Vice Principal with responsibility for Safeguarding and the Headteacher provide an annual report for the Governing Body detailing any changes to the policy and procedures, training undertaken by all staff and governors and other relevant issues. This will be an item on the Governing Body agenda during the academic year.

Ethos

Hanson School recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to. We recognise that children who are abused or witness the abuse of others are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Hanson School will endeavour to support all students through:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring that child protection is embedded within the curriculum and its delivery in order to support children in what is appropriate behaviour in themselves and others and to recognise when they don't feel safe and to identify who they should tell.
- Promoting a positive, supportive and secure environment where students can develop a sense of being valued.
- Ensuring that the school's behaviour, Anti Bullying policies and Charters are aimed at supporting all students in school and particularly those who are most vulnerable.
- Creating a culture where young people feel able to tell someone when they feel unsafe or threatened and where young people are aware that they are valued and will not be blamed for any disclosure they may make.

Safe Working Practice

Hanson School has developed a clear Code of Conduct that staff understand and has agreed to. The Code of Conduct offers guidance to all staff, governors and volunteers on the way they should behave when working with children.

(See Appendix 2)

Child Protection Procedures

Hanson School adheres to child protection procedures that have been agreed locally through the Local Children's Safeguarding Board.

Confidentiality

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse this must be passed on to the named persons for Child Protection as soon as possible and the child should be told their disclosure will be shared as required.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only.

Record Keeping

Child Protection records are kept centrally in two ways. Initially the Named Persons record to Meritec's secure CPOMs website (only the named person team has access) and this information is instantly shared with those who need to know including the Wellbeing Manager, Designated Leads and other named persons. Secondly all paper records are kept on file in a secure cabinet. All staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed, dated and passed in person to named staff member. The CPOMs software has the ability to store scanned documents electronically and new paper records are added to this resource as a backup. All child protection concerns are tracked. tracker is kept in an electronic form which will log the child's name, DOB and type of risk. Named persons will meet at least weekly, Develop to discuss: early intervention, proactive approaches to safeguarding and multi-agency working.

Working with other agencies

We will provide our students with early help when a student is identified as vulnerable by offering a range of services that are available in school and other agencies in which we are in partnership

with. Early intervention can also be specifically targeted through close partnership with the behaviour team depending on the need of the student.

Schools are not investigating agencies and it is essential that child protection issues are addressed through agreed procedures. However schools continue to play a role after referral and need to develop strong links with partner agencies particularly social care. Hanson School recognises the importance of multi agency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

Allegations against members of staff

Hanson School recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult. A copy of the schools Whistle Blowing Policy is available on the policy page on the school website. Members of the Senior Leadership Team, including the DSL and Deputy DSL have been trained in Allegations Management.

The use of school premises by other organisations

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to Safeguarding children and child protection. Details of these bodies and the checks made will be kept by the Human Resources Manager. The Human Resources Manager has undertaken named person training to ensure a named person is available/on call during evenings and holiday periods when the school remains open for external bodies to use.

Cross reference to other school policies

Hanson School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the other policies contained in the annually reissued Staff Information Pack.

Policy Review

The Governing Body is responsible for ensuring the annual review of this policy and that the list of key contacts on the cover sheet is kept up to date.

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APPENDIX 1: NAMED PERSONS

Key staff member	School Role	Child Protection Role
Dean Watkin	Deputy Principal	Designated Safeguarding Lead
Teresa Butler	Assistant Vice Principal	Deputy Designated Safeguarding Lead
Carol Julian	Wellbeing Manager	CP Core Team Member
Julie Topham	Post 16 Student Support Officer	CP Core Team Member (Post 16)
Scott Holmes	Special Educational Needs and Disabilities	CP Core Team Member (SEN)
Hannah Birch	ARC (Additionally Resourced Centre)	CP Core Team Member
Alina Khan	IEB Member	Nominated Link Governor

Key staff member	School Role	Child Protection Role
Danielle Redfern	Progress & Behaviour Manager Y7	Named Person
Kelly Clarke	Progress & Behaviour Manager Y8	Named Person
Jane Tallant	Progress & Behaviour Manager Y9	Named Person
Amy Harrison	Progress & Behaviour Manager Y10	Named Person
Mel Hardy	Progress & Behaviour Manager Y11	Named Person
Jayne Page	Student Support Manager	Named Person

APPENDIX 2: GUIDANCE ABOUT CONDUCT FOR STAFF, VOLUNTEERS, COVER STAFF AND GOVERNORS, WHOSE WORK BRINGS THEM INTO CONTACT WITH YOUNG PEOPLE

INTRODUCTION

This guidance is intended to assist in safeguarding students and staff and to minimise the risk of staff being accused of improper conduct towards the young people with whom they come into contact during their work. The subject should be covered in schools' induction arrangements for all staff and volunteers. It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which adults relate to students and where opportunities for their conduct to be misconstrued might occur. Staff must exercise professional judgement in their dealings with students. For the vast majority of staff this code of conduct will serve only to confirm what has always been their practice. If a member of staff has any doubts about the advice contained in this document they should consult the Headteacher. From time to time, however, it is advisable for all staff to reappraise their teaching styles, relationships with students and their manner and approach to individual students, to ensure that they give no grounds for any doubts in the minds of colleagues, students or parents.

At all times the Teacher Standards laid down by the DFE will apply to all teaching staff with effect from 1 September 2012.

- See <https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

CHILD ABUSE

All suspicions of abuse must be reported to a named person – see Appendix 1

Child abuse may be physical, sexual or psychological. Whilst child abusers may be relatives or friends of the family, some meet children in other contexts and a small minority of these may gain access to children in schools as teachers or support staff or through their voluntary involvement in school activities. Students should not feel inhibited from reporting abuse against them by staff or volunteers, or any incident where a student has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour. Headteachers and staff will continue to do all they can to ensure that the environment within schools encourages students and staff to make truthful reports of any inappropriate behaviour. Staff also need to be aware of the issues of Forced Marriage and Female Genital Mutilation (FGM) and report on concerns in the same way. The action to be taken by staff when they suspect a student is being abused by a person outside or inside the school, and the steps that should be taken if an allegation of abuse is made against a member of staff by a student, are set out in the school's child protection procedure. All staff should be familiar with this, including the school's Whistle Blowing policy (Available on the policy page of the school website).

OTHER PROCEDURES AND GUIDANCE

Staff should also be familiar with the school's policies about physical contact with students, the use of reasonable force to control or restrain students, and the procedures that should be followed if a student needs first aid or medical attention.

Similarly staff should be familiar with the school's Anti-Bullying policy and their responsibilities in relation to the information in [Section One of Keeping Children Safe in Education](#) regarding FGM, Children Missing in Education and strategies for the Prevention of radicalisation.

GUIDELINES FOR STAFF

Private meetings with students

(a) Staff and volunteers should be aware that private meetings with individual students may give rise to concern. There will be occasions when a confidential interview or a one to one meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and

another student or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.

(b) Meetings with students away from the school premises should only be arranged with the specific approval of the head teacher or relevant senior staff. Wherever possible this should be with the full knowledge of a parent.

1.1 Physical Contact with students

(a) Physical contact may be misconstrued by a student, parent or observer. Touching students, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their students. It is particularly unwise to attribute touching to their teaching style or as a way of relating to students.

(b) Any form of physical punishment of students is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

1.2 Where physical contact may be acceptable

(a) There may be occasions where a distressed student needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same student over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the Headteacher.

(b) Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a student how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE, and; contact activities at a youth club. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

(c) There may be occasions where it is necessary for staff to restrain a student physically to prevent him/her from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the student. Where an employee has taken action to physically restrain a pupil he/she should make a written report of the incident.

1.3 Caring for pupils with particular problems

(a) Staff who administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.

(b) Wherever possible, staff who have to help children with hygiene issues should make every attempt to consult with parents in advance, and students should, wherever possible, be encouraged to change themselves. It is accepted that there will be some situations where students will present particular problems for staff and the emphasis will be on what is reasonable. Staff should seek advice if uncertain or uncomfortable.

1.4 Relationships and attitudes

(a) All staff should clearly understand the need to maintain appropriate boundaries in their dealings with students. Intimate or sexual relationships between staff and students will be regarded as a grave breach of trust and unacceptable.

(b) All staff should ensure that their relationships with students are appropriate to the age and gender of the students, and take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff of either sex are dealing with adolescent boys and girls.

From time to time staff may encounter students who display attention seeking behaviour, or profess to be attracted to them. Staff should aim to deal with those situations sensitively and appropriately, but must ensure that their behaviour cannot be misinterpreted. In these circumstances, the member of staff should put their concerns on a Safeguarding Concern Form and pass it to a DSL who will ensure that the Headteacher is made aware of the situation.

1.5 Where conversation of a sensitive nature may be appropriate

(a) Many staff have a pastoral responsibility for students and in order to fulfil that role effectively there will be occasions where conversations will cover particularly sensitive matters. Staff must, in these circumstances, use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.

(b) Other staff in school may, from time to time, be approached by students for advice. Students may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the student to another member of staff with acknowledged pastoral responsibility for the particular student. Where any doubt, however small, arises staff should seek clarification from a named person and, if appropriate complete a Safeguarding Concern Form and pass it to a named person.

1.7 Inappropriate comments and discussions with students

(a) As with physical contact, comments by staff to students, either individually or in groups, can be misconstrued. As a general principle therefore staff must not make unnecessary comments to and/or about pupils which could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst students in class, or elsewhere, which could be construed as having a sexual connotation that is *unnecessary* given the context of the lesson, or the circumstances. At the same time it is recognised that a topic raised by a student is best addressed rather than ignored.

(b) Systematic use of insensitive, disparaging or sarcastic comments is also unacceptable.

1.8 Extra curricular activities

(a) Staff should be particularly careful when supervising students in extra curricular activities, or in a residential setting such as a ski trip, outdoor education camp or extended visit away from home. Typically a less formal approach than usual is appropriate in these settings, but that can be open to misinterpretation. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from the behaviour expected within school. There are clear guidelines for staff conduct during a residential in the Disaster Plan.

Similarly, staff should take care in receiving or giving gifts to students which could be misunderstood. As a rule gifts should not be given to or received from students; however, there may be times when this takes place such as at the end of term time or if a member of staff is leaving. Gifts to individual students from staff will be exceptional and should be assessed against the school's policy or by a senior member of staff, who may request parents be informed. Inappropriate gifts from students should also be reported.

1.9 Reporting incidents

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued he/she should discuss the matter with the Headteacher. Where it is agreed with the Headteacher the member of staff or volunteer should provide a written report of the incident. A

detailed written report should always be made if a member of staff had been obliged to restrain a student physically, or where a complaint has been made by a student, parent or other adult.

2.0 Email and other electronic contact with students

Staff may need to make contact with students via email as part of the learning and teaching process regarding assignments or homework. This should always be done via the school email service. The email traffic on the school system is monitored for inappropriate content. Staff should never give students private email or phone number access. If students make an inappropriate email contact staff should inform the Headteacher immediately (or the Designated Safeguarding Lead if unavailable) Please note that email contact with parents and students should always be appropriate in content and professional in delivery.

2.1 Social Networking Sites

Staff should be aware that students may access these sites. Although the school in no way wishes to restrict staff we do need staff to be aware of this. Staff should always ensure that Privacy settings on Social Media are high. Any contact with students via social networking sites or similar, will be deemed inappropriate and therefore gross professional misconduct. 'Friending' current students leaves both staff and students very vulnerable and is not acceptable. No social networking sites should be used in school.

APPENDIX 3: SIGNS OF ABUSE

Physical Abuse

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning and suffocating. It is against the law to discipline a child by deliberately doing any of these things. Physical abuse can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention; this is called fabricated illness or Munchausen's Syndrome by Proxy. Symptoms that indicate physical abuse include:

- Bruising in unusual places, such as the face or the back
- Finger mark bruising or grasp marks on the limbs or chest of a small child
- Bites
- Burn and scald marks; small round burns that could be caused by a cigarette
- Fractures to arms, legs or ribs in a small child
- Large numbers of scars of different sizes or ages

Children who have been physically hurt can be fearful of others. They may also wear clothes that cover most of their body in order to cover their injuries can be resistant to explaining how the injury happened. Female genital mutilation also falls in this category and concerns should be reported sensitively and in line with legislation regarding this area.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is This document has been archived 86 involved in all types of maltreatment of a child, though it alone.

Sexual Abuse

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

Neglect

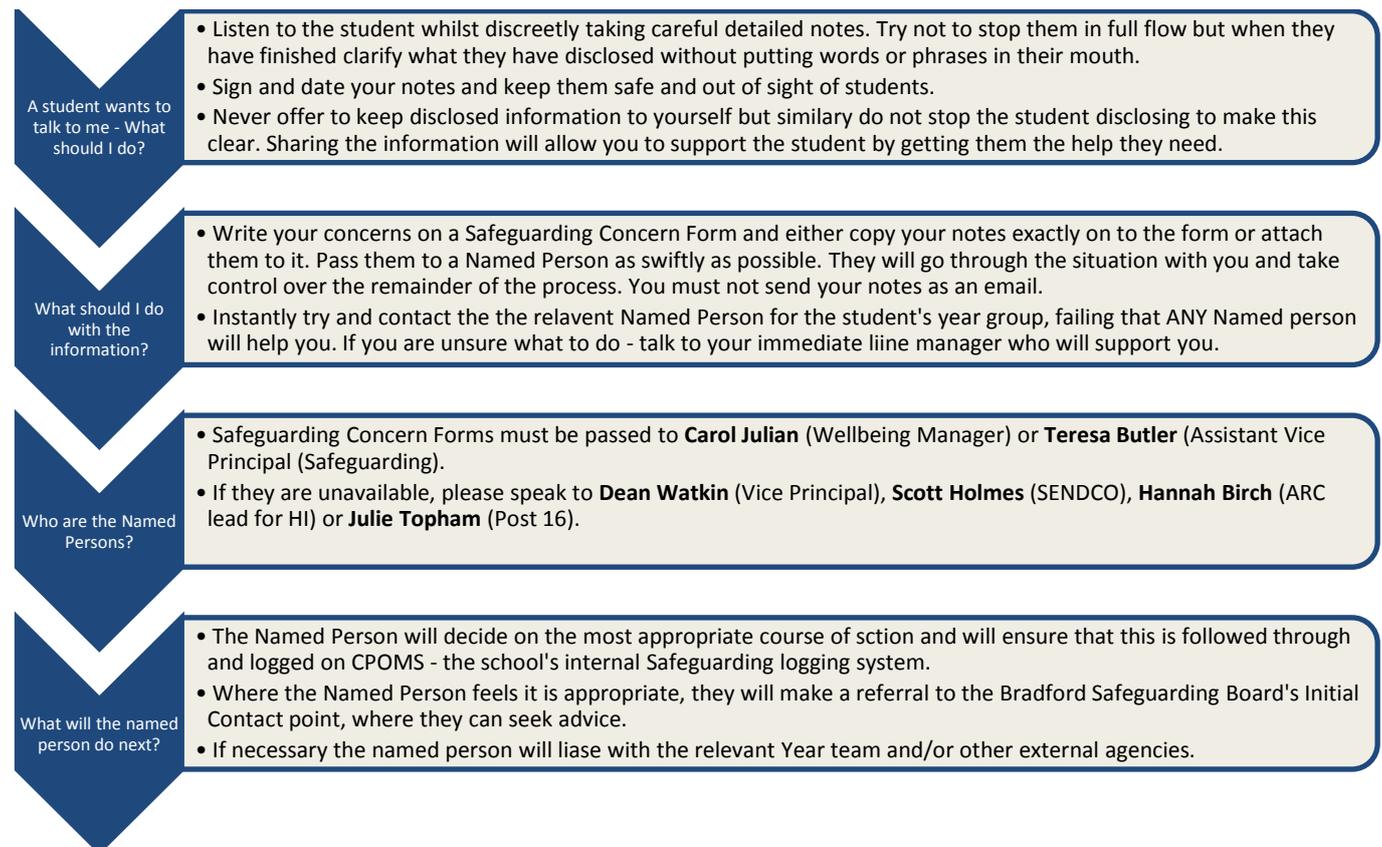
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

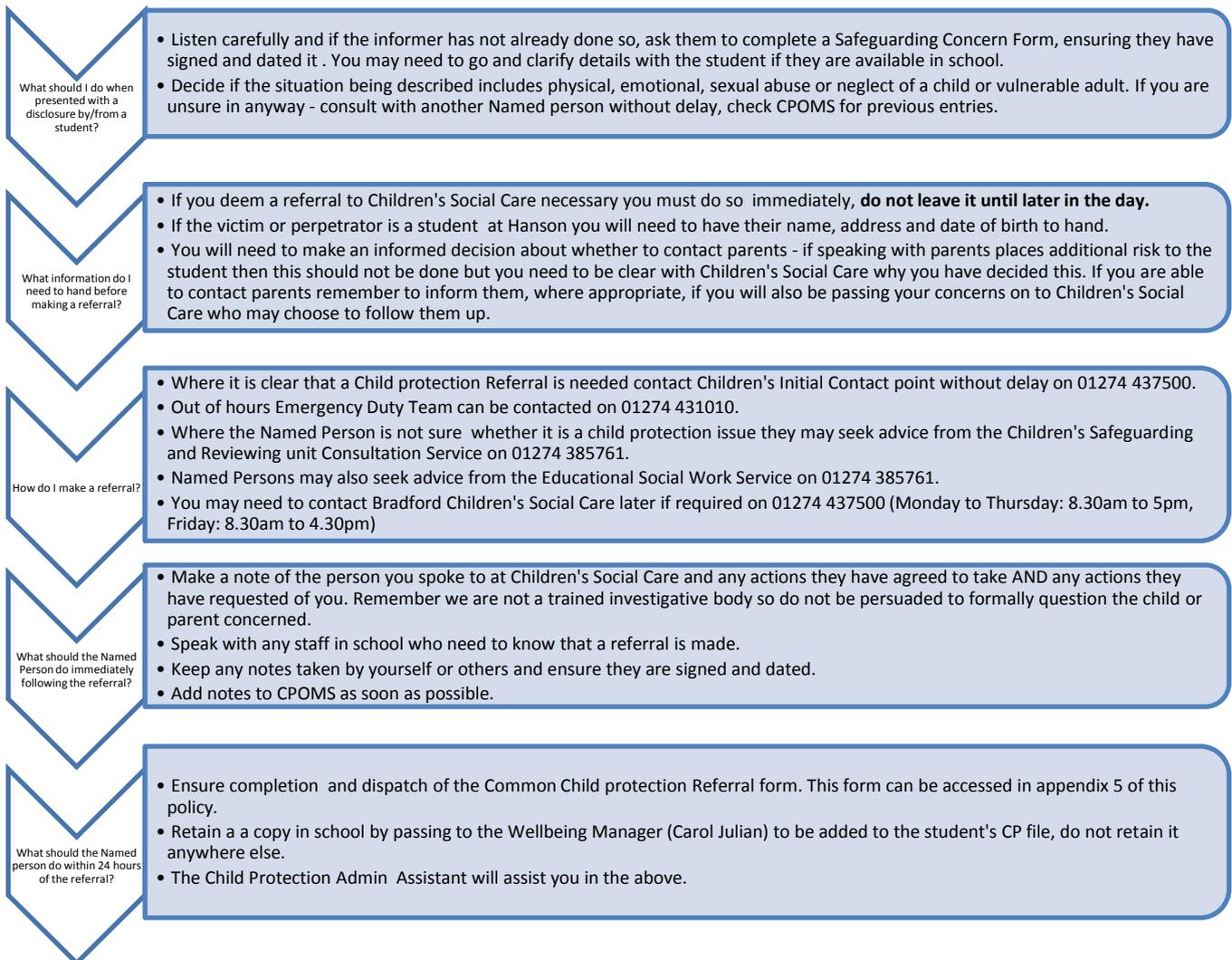
APPENDIX 4: GUIDANCE FOR STAFF WHEN DEALING WITH DISCLOSURES

As adults working at Hanson, we have a duty of care for every student in the building. If we hear or are told information which we feel describes a student being at risk we must pass that information on to a Named Person. Being “at risk” describes situations where a student could be suffering from (i) Neglect, (ii) Physical Abuse, (iii) Emotional Abuse or (iv) Sexual Abuse. As staff, we are not expected to investigate any situation where a student could be “at risk”, instead we pass that information on as calmly and swiftly as possible.

Please use the chart below to help you through the process or ask any of the Named Persons for more help or training.



Guidance for Named Persons when dealing with Child Protection Disclosures



Copies of the above charts are to be displayed in all staff work areas and offices.

Useful telephone Numbers

Children's Safeguarding and Reviewing Unit Consultation Service:
01274 434343

Emergency Duty Team:
01274 431010

Children's Social Care Initial Contact Point:
01274 437500

Education Social Work Service:
01274 385761

Lead Officer Child Protection:
01274 385726

Police: Javelin House, Child Protection Unit:
01274 376061

Bradford Children's Social Care:
01274 437500

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APPENDIX 5: COMMON REFERRAL FORM BRADFORD CHILDREN'S SOCIAL CARE

To make a referral to Children's Social Care in Bradford, you need to call 01274 437500.

This form will help you to collect the information that is needed to process your referral. All referrals to Children's Social Care need to be followed up with this form within 48 hours of the call. Please complete all sections as far as possible with any knowledge that you have.

1. Child Information

Surname	Forename	Any other names used
DOB (DD/MM/YY)	Gender	Ethnicity
Is English their first language? Child y/n Parent y/n	If no specify preferred language	
Present School	Preschool	Children's Centre

Present address	Previous address (if from outside Bradford, or at present address less than 1 year)
Home telephone: Mobile telephone:	

2. Details of request (please attach findings from your CAF)

Please detail why you are requesting a service, clearly specifying areas of concern, and the evidence you have to support this.

e.g. parenting capacity, child's behaviour, environment

3. Referrers details

Name	Agency
Address	
Email address	Contact number
Signature	Date of referral
Please confirm the referral has been discussed with your child Protection Lead Officer or line manager Yes / No	Please give their name and title.

4. Additional Information about the child or young person

Household members	Relationship to child	DOB	School/preschool	Does this person hold
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				parental responsibility?
Other significant adults	Relationship to child	DOB	Address	Does this person hold parental responsibility?

GP Name:	GP address:
Health Visitor name (if child 0-5):	Health Visitor address:
Does the child have a disability? Y / N	If yes, please provide details:

Are you aware of any previous social care involvement? No/Yes (if yes, note contact below)

Practitioner name	Job Title	Phone number/contact details
Was this in Bradford? Yes / No	If no, where was it?	

Please note the details of any workers that you know are currently involved with the family

Practitioner name	Job Title	Agency	Telephone/contact details
		Social Care	
		Education	
		Youth Offending Service	
		Probation	
		Police	
		Voluntary Sector	
		Health Professional	

5. Consent

Have you informed the parent/carer and/or young person that you are making this referral? Yes/No
Do you have consent for this referral? Yes / No
If no, please tell us why not - information on this can be found via this hyperlink http://www.bradford.gov.uk/bmdc/health_well-being_and_care/child_care/Integrated_Working/Information+Sharing+Guidance+-+Bradford+Practitioners+Toolkit.htm
If consent has been given please say who it was from (i.e. Parent/carer or young person) and whether this was: Verbal consent? Yes/No Written consent? Yes/No

6. Have you initiated or completed a CAF?

If yes please submit CAF with this form	If no:
CAF number:	Please identify reasons why not undertaken
Name and contact details of Lead Professional:	

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If you have additional information to further support the referral, please provide on an additional sheet.
Agreed Actions From This Referral:

APPENDIX 6: SELF HARM

1. Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

2. Scope

This document describes the school's approach to self-harm. This information is intended as guidance for all staff including non-teaching staff and governors.

3. Aims

1. To increase understanding and awareness of self-harm
2. To alert staff to warning signs and risk factors
3. To provide support to staff dealing with students who self-harm
4. To provide support to students who self-harm and their peers and parents/carers

4. Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively
- Inappropriate sexual relationships or activity

5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

6. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the

Named Persons for safeguarding children – see Appendix 1 of this policy.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing e.g. becoming a goth

7. Staff Roles in working with students who self-harm

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust. However, students need to be made aware that it is not possible for staff to offer complete confidentiality. **If a student is harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should put their concerns onto a Safeguarding Concern Form and pass it to one of the Named Persons– see Appendix 1 of this policy.

Following this, the designated teacher will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers

- **In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times**
- **If a student has self-harmed in school a first aider should be called for immediate help and parents informed**

8. Further Considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- Concerns raised
- Actions taken
- Details of anyone else who has been informed

This information should be logged on CPOMS and stored in the student's Child Protection file. It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children.

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

Safeguarding – When a student first presents as self-harming it is essential that this is immediately referred to a Named person. If any injuries need medical attention or the student feels suicidal, **parents/carers must be informed. The Named Person will speak with the student to decide how parents/carers are informed as this is the first step for them in the healing process. During the first meeting a discussion will take place in regards to this.**

APPENDIX 7: GUIDANCE FOR TEMPORARY STAFF

This summary sheet is for staff who work in the school on supply or other short contracts (even for a day). Ensuring such staff read this sheet contributes to the school's commitment to safeguarding and promoting the welfare of students.

As an adult working in this school you have a duty of care towards all students. This means you should act at all times in a way that is consistent with their safety and welfare.

If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the year team who will pass the information onto the named person for that team.

The following is not an exhaustive list but you might become concerned as a result of:

- seeing a physical injury which you believe to be non-accidental
- observing something in the appearance of a student which leads you to think his/her needs are being neglected
- witnessing behaviour which gives rise to concern
- a student telling you that s/he has been subjected to some form of abuse

In any of these circumstances you should write down what you observed or heard on a Safeguarding Concern Form, date and sign the account and give it to a Named Person. If a student talks to you about (discloses) abuse you should:

- listen carefully without interruption, particularly if s/he is freely recalling significant events
- only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the student in any way so should only ask 'open' questions
- make it clear you are obliged to pass the information on, but only to those who need to know
- Fill in the Safeguarding Concern Form and pass it to a Named Person without delay

You should not ask the students to repeat the disclosure to anyone else in school or ask him/her or any other student to write a 'statement'. It is the responsibility of a named person in school to inform parents, once the level of risk has been assessed. You are not expected to make a judgement about whether the child is telling the truth.

If the behaviour of another adult in the school gives rise to concern you should report it to the Headteacher.

Remember – Report any concerns, don't keep them to yourself.

Hanson has a code of conduct for staff and more detailed procedures on child protection.

APPENDIX 8: FEMALE GENITAL MUTILATION

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child and adult safeguarding/protect

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The school understands that when mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

The document in the link below seeks to provide advice and support to frontline professionals who have responsibilities to safeguard children and protect and support adults from the abuses associated with female genital mutilation (FGM). As it is unlikely that any single agency will be able to meet the multiple needs of someone affected by FGM, this document sets out a multi-agency response and strategies to encourage agencies to cooperate and work together.

This guidance provides information on:

- Identifying when a girl (including an unborn girl) or young woman may be at risk of FGM and responding appropriately to protect them;
- identifying when a girl or young woman has had FGM and responding appropriately to support them; and measures that can be implemented to prevent and ultimately eradicate the practice of FGM.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

APPENDIX 9: FORCED MARRIAGE

A forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Guidelines in the document link below have been developed alongside the statutory guidance “The Right to Choose” issued under s.63 Q(1) Forced Marriage (Civil Protection) Act 2007. The statutory guidance sets out the responsibilities of Chief Executives, directors and senior managers within agencies involved with handling cases of forced marriage. It covers issues such as staff training, developing inter-agency policies and procedures, raising awareness and developing prevention programmes through outreach work.

This document seeks to supplement the Statutory Guidance with advice and support to front line practitioners who have responsibilities to safeguard children and protect adults from the abuses associated with forced marriage. As it is unlikely that any single agency will be able to meet all the needs of someone affected by forced marriage, this document sets out a multi-agency response and encourages agencies to cooperate and work together closely to protect victims. Forced marriage is a form of child/domestic abuse and violence against women; it should form part of existing child and adult protection structures, policies and procedures. In line with other publications on domestic abuse, these guidelines focus mainly on women’s needs and not men’s. This is because 85% of cases referred to the Forced Marriage Unit involve women and the consequences for women are different than those for men. Although these guidelines focus on women, much of the guidance applies to men facing forced marriage and men should be given the same assistance and respect when they seek help.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/35530/forced-marriage-guidelines09.pdf

APPENDIX 10: Preventing Radicalisation

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

Schools Leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, eg. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists
- Ofsted are responsible for monitoring how well schools are implementing this duty.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Prevent

The school is aware that it is subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism. Staff are aware of the statutory Prevent guidance which summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. The school recognises its responsibility in assessing the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, and has an understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. In line with statutory guidance the school understands when it is appropriate to refer to the Channel programme.

The school has systems in place to ensure that children are safe from terrorist and extremist material when accessing the internet in school. The school understands its responsibility to teach pupils about online safety.

APPENDIX 11: Keeping children safe online

Children and young people go online to connect with friends, and make new ones, to browse the internet for information, chat with others and play games.

They may: (NB this is an ever changing list)

- Search for information or content on search engines like Google and Bing
- Share images and watch videos through websites or mobile apps like Instagram, Pinterest, Vine and Youtube
- Use social networking websites like Facebook and Twitter
- Write or reply to messages on forums and message boards
- Play games alone or with others through websites, apps or game consoles
- Chat with other people through online games, BBM (Blackberry Messenger) game consoles, webcams, social networks and tools like Whatsapp

When online, children and young people can learn new things, get help with homework, express themselves creatively and connect with friends and family. However, there are also risks.

By understanding and talking about the dangers you can help keep students safe online.

More information can be found online at:

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety>

APPENDIX 12: Co-operate with Channel panels

Guidance for members of a panel and partners of local panels in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to provide support for people vulnerable to being drawn into terrorism.

Channel was first piloted in 2007 and rolled out across England and Wales in April 2012. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk;
- assessing the nature and extent of that risk; and
- developing the most appropriate support plan for the individuals concerned.

Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

APPENDIX 13: Children Missing in Education

A child going missing from education is a potential indicator of abuse or neglect. The school will ensure that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Staff will also be made aware of their statutory responsibility to inform the school and the Attendance Team if they notice a child in their form/class is persistently absent. Similarly, school will inform the appropriate bodies.

APPENDIX 14: Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. It is marked out by an imbalance of power in the relationship.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. The school recognises that CSE is a child protection issue and one which will be dealt with in line with school policy.

APPENDIX 15: Safeguarding Guidance and Contacts

Working Together to Safeguard Children 2016 (Part 1)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

Working Together to Safeguard Children 2016 (Full)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Safeguarding Children and Safer Recruitment in Education, DfES Guidance, 2007

www.education.gov.uk/consultations

The Bradford Safeguarding and Child Protection Procedures

www.bradford-scb.org.uk

Child Exploitation and Online Protection Agency

www.ceop.org.uk

Female Genital Mutilation (FGM)

www.education.gov.uk/schools/pupilsupport/pastoralcare

Child Sexual Exploitation (CSE)

www.nspcc.org.uk/sexualabuse

Forced marriage Unit

www.gov.uk/forced-marriage

Guidance for safer Working Practice for Adults who work with Children and Young People in Education Settings 2009

<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>

Safeguarding Disabled Children Practice Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

APPENDIX 16: other useful policies

Hanson Safeguarding Policy

APPENDIX 17: POLICY CHANGES AND UPDATES

DATE	STAFF	CHANGES/UPDATES TO POLICY
Feb 2015	D Watkin	<ul style="list-style-type: none"> • Alterations to main contact for named persons. • Revised in line with Working Together to Safeguard Children (Mar 2013).
March 2015	D Watkin	<ul style="list-style-type: none"> • Links formed with LA and confirmation of Specialist Leader of Education (Sadie Williams) from Southfield Grange.
April 2015	D Watkin	Further updates to systems and procedures <ul style="list-style-type: none"> • Update and sorting of records into alphabetical order for longevity and easier access to information.
April 2015	D Watkin	New appointment made <ul style="list-style-type: none"> • Appointment of Wellbeing Manager (C Julian) in conjunction with the Specialist leader for Education.
April 2015	D Watkin	Interim Assistant Vice Principal for Safeguarding.
April 2015	D Watkin	New Team of Named Persons constructed and trained: <ul style="list-style-type: none"> • <i>Dean Watkin</i> • <i>Teresa Butler</i> • <i>Carol Julian</i> • <i>Julie Topham</i> • <i>Scott Holmes</i> • <i>Hannah Birch</i>
April 2015	D Watkin	Purchase of CPOMS tracking software Move to electronic record-keeping in conjunction with improved filing systems. <ul style="list-style-type: none"> • Merilock USB keys assigned to each of the Child protection Named Person Team.
April 2015	D Watkin	Raising staff awareness <ul style="list-style-type: none"> • Staff received amended Child Protection guidelines. • Parent Teacher Association involved in creation of the CP Team. • Student planner insert created. • Visitor and supply staff guidance for new visitors.
April 2015	D Watkin	Level 1 Child Protection delivered for: <ul style="list-style-type: none"> • Canteen staff • Site Services • New staff (ongoing and regular basis) • IT staff
April 2015	D Watkin	Level 3 training for 7 key members <ul style="list-style-type: none"> • In-house training arranged to add extra capacity to the team.
September 2015	T. Butler	Level 1 Child Protection delivered for: <ul style="list-style-type: none"> • New staff (ongoing and regular basis)
September 2015	T. Butler	Policy update in line with statutory changes
October 2016	T. Butler D. Watkin	Policy updated with new and checked with WCAT checklist