

St George's School Policies Reviewed Annually – Nov 2016 Agreed and Accepted by Governors

Signed: Mr G Warnock Headteacher Next review ready for Nov 2017

## Statutory Policies 27:

### S27: CHILD PROTECTION POLICY & PROCEDURES - Statutory Policy

#### SAFEGUARDING CHILDREN

**At St George's there are 'NO SECRETS' kept about the suspicious behaviour of anyone who may potentially harm a child.**

**Children and staff are made aware of the need to freely discuss their concerns with appropriate staff**

**No employee should have any contact with any child or family except in an authorised educational context. (School Email, School Twitter which are monitored)**

**This means 'Social' Networking of any kind –  
This will lead to a disciplinary investigation taking place.**

**Proven cases will face dismissal and further action by the Local Authority**

Have you concern or any suspicion a Child is suffering?



Contact the Designated Safeguarding Lead (DSL) *verbally without ANY delay*



**DSL's - Ms Ibbotson or Mrs Hackney**

If there is concern about a teacher's behaviour this must go directly to the **Headteacher**

If there is concern about the Headteacher's behaviour

this must go directly to the **Chair of Governors**

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## **Summary of our Commitment: Updated for 2017**

At St George's School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

The Designated Safeguarding Lead is responsible for safeguarding and child protection at St George's. The key role of the Designated Safeguarding Lead is to:

manage referrals from school staff or any others from outside the school;

work with external agencies and professionals on matter of safety and safeguarding;

undertake training;

raise awareness of safeguarding and child protection amongst the staff and parents; and ensure that child protection information is transferred to the pupil's new school

At pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

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The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. (Peer on peer). Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. These will be taken seriously each time and investigated.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

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#### induction Training - Mandatory

Training for Staff: DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

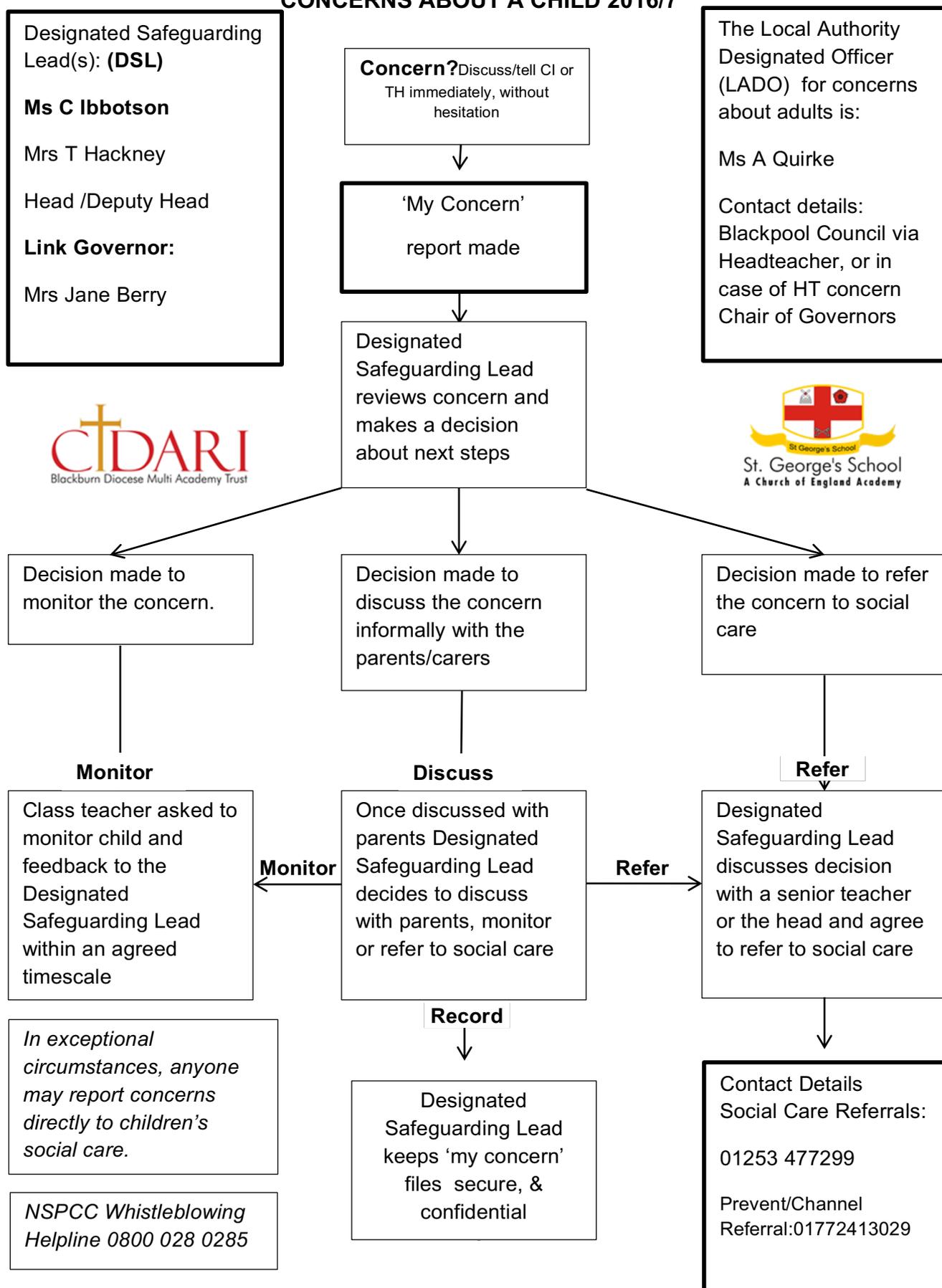
All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

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### FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD 2016/7



Designated Safeguarding Lead(s): **(DSL)**  
**Ms C Ibbotson**  
 Mrs T Hackney  
 Head /Deputy Head  
**Link Governor:**  
 Mrs Jane Berry

The Local Authority Designated Officer (LADO) for concerns about adults is:  
 Ms A Quirke  
 Contact details:  
 Blackpool Council via Headteacher, or in case of HT concern Chair of Governors



Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers

Decision made to refer the concern to social care

**Monitor**

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

**Discuss**

Once discussed with parents Designated Safeguarding Lead decides to discuss with parents, monitor or refer to social care

**Refer**

Designated Safeguarding Lead discusses decision with a senior teacher or the head and agree to refer to social care

*In exceptional circumstances, anyone may report concerns directly to children's social care.*

*NSPCC Whistleblowing Helpline 0800 028 0285*

**Record**

Designated Safeguarding Lead keeps 'my concern' files secure, & confidential

Contact Details Social Care Referrals:  
 01253 477299  
 Prevent/Channel Referral:01772413029



## **Aims**

Our aim is to do all we can to protect and safeguard the well being of our pupils.

Children and young people have a fundamental right to be protected from harm. Our pupils have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our pupils is a shared community responsibility.

## **Principles**

Our policy applies to all in our school community, namely pupils, staff, governors and volunteers.

There are five main elements to our policy:

1. Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our pupils
  2. Raising pupil awareness of child protection issues and equipping pupils with the skills they need to keep them safe
  3. Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively
  4. Supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plans
  5. Establishing a safe environment in which children can learn and thrive.
- We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:
  - Establish and maintain an environment where our pupils feel safe and secure, and where they are encouraged to talk and are listened to seriously
  - Ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers
  - Include opportunities in the SMSC curriculum for pupils to develop the skills to recognise abuse and to stay safe, and also to include material to help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
  - Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies. It is important to note that data protection is not a barrier to information-sharing in relation to potential safeguarding concerns (risk of sharing v. risk of not sharing).
  - Safeguarding staff will challenge and 'think the unthinkable'
  - We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.
  - Further information can be obtained from the co-ordinator Miss Ibbotson

## **Practice**

### **Roles and responsibilities**

**The governing body** is responsible for ensuring that:

- the school complies with legislation related to child protection
- the school has a Child Protection policy and that procedures are in place that safeguard and promote the wellbeing of pupils in our school
- this policy is reviewed annually
- the school is using safe recruitment procedures and that appropriate checks are carried out on new staff and volunteers
- the school is aware of its duties re PREVENT.

**The named governor for child protection and children in care** is responsible for maintaining:

- regular contact with the school's DSL
- awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities.

**The designated child protection co-ordinator** is a senior member of staff responsible for:

- the provision of leadership and vision in respect of child protection
- the practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies
- the provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation
- ensuring that the DSL and the safeguarding team have received the appropriate training
- the co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with other professionals, and the monitoring and evaluation of our child protection procedures
- liaison between the safeguarding team and the leadership team and governors
- attending child sexual exploitation training thus holding 'champion' status
- maintaining awareness of PREVENT guidance

**The Headteacher** is responsible for:

- supporting the DSL in all aspects of the role
- ensuring that the DSL and the safeguarding team have received the appropriate training
- ensuring that all members of the school community are aware of and comply with our child protection policy
- ensuring the safe recruitment of all staff (including supply staff and volunteers)
- making parents aware of the school's child protection policy
- dealing with any allegations against members of staff or volunteers
- SMSC creating a safe environment for pupils at the school
- ensuring that the designated person has current child sexual exploitation champion status
- attending PREVENT training.

**All staff** are expected to:

- know the names of the DSL and members of the safeguarding team
- understand and comply with the school's child protection policy

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- have read 'part one' of 'Keeping children safe in education'
- deal with any bullying incidents that may occur, following proper procedures.
- refer e-safety concerns
- behave in accordance with our Staff Conduct Policy (which is given to all staff annually).

**Pupils, parents/carers, supply staff and volunteers** are expected to be aware of and comply with the school's child protection and conduct policies.

#### **Procedures - General**

- This policy, and all action relating to it, is in line with the following guidance:
  - ➤ The SET guidelines, copies of which are kept in the Headteacher's office and in the office of the DSL
  - ➤ "Safeguarding Children in Education" (DfES)
  - ➤ The Working Together document (March 2015)
  - ➤ Keeping Children safe in Education (Sept 5<sup>th</sup> 2016)
- Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, the staff bulletin and awareness training. All new staff will attend a training session on child protection awareness as part of their induction programme as well as receiving our Staff Conduct Policy and Part One of Keeping Children Safe in Education. Where other adults are working in the school alone with pupils, the head teacher or a deputy head will ensure that they are aware of the contents of these policies (copies of policies can be found on the Staff Folder on the computer system/ paper copy CI Office ). Any trainee teachers will receive a training session on child protection awareness as soon as possible after their arrival.

#### **Procedures – Concern about a pupil**

- Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately and without delay to the DSL Ms Ibbotson or in her absence, Mrs Hackney) . If neither available the matter should be brought to the attention of the Headteacher or the most senior member of staff in school. This should be followed with a written record within 24 hours, using as far as possible the pupil's own words. (For further details, please see the Appendix A - Safeguarding Pupils.) Staff must take further action if they feel the school has not acted to safeguard children (maybe it is an 'out of school' situation). This may involve reporting to the Chair of Governors or direct to DO (Local Authority Designated Officer), Social Care or Police.
- The DSL (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the relevant investigating agency by telephone and in accordance with the procedures outlined in the BSCB procedures. (A copy of the BSCB procedures can be found at [www.blackpoolbscb.gov.uk](http://www.blackpoolbscb.gov.uk) ) Any referral will be confirmed in writing within 24 hours. Where possible the inter-agency referral form should be used. Where the allegation is against a member of staff, the head teacher must be informed directly (in his absence CGZ). If the allegation or suspicion is about the Headteacher this MUST go directly to the Chair of Governors.

- If the designated child protection co-ordinator (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from local social care.
- DSL will inform parents/carers of our actions **unless it is our view that so doing could place the child at greater risk of harm** or could impede a criminal investigation.
- DSL will inform parents and carers about our duties and responsibilities under child protection procedures. Parents may request a full copy of this policy.
- Members of the pastoral team may use a referral form for families about whom we have concerns and where there is likely to be multi-agency working. (For further details Staff folder on the computer system)
- In addition to working with the designated lead, staff may be asked to support Social Care/Police to take decisions about individual pupils.
- We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our pupils. We will consider the 'unthinkable' and challenge when required.
- Pupils are considered children up to the age of 18, however there may be times when a pupil is deemed to be vulnerable even though they have reached or exceeded 18. This policy will therefore also apply to vulnerable adults within our community

#### **Procedures – Allegation against a member of staff**

- It is essential that our high standards of concern and professional responsibility adopted with regard to alleged child abuse are similarly displayed when adults working in school are accused, no matter how difficult this may be.
- Corporal or physical punishment of children in schools is unlawful. Physical restraint of children is only permitted if the child or others are at risk. Excessive physical restraint or constant shouting may constitute abuse.
- If an allegation is made against a member of staff, the Headteacher (or his deputy in his absence) should contact the Authority Designated Officer (DO), Chair of Governors & CIDARI. They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the Head teacher should inform social care by telephone and follow this with written confirmation within 24 hours. In addition the Headteacher should inform the chair of governors and/or the designated governor for child protection. Should the allegation be against the Headteacher, the Chair of Governors should inform the DO, LEA & CIDARI, **without delay**.
- If it is decided that a referral to social care is not necessary, it may still be appropriate to conduct an internal investigation. Where no further action is required, details and decisions should be recorded in a confidential file. The DO and chair of governors still need to be informed.

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- Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises should contact either the Headteacher or Chair of Governors (if it involved the Headteacher) as part of our whistleblowing procedures.
- We will refer anyone harming/harmed or posing a risk/threat of harm to a pupil, or if there is a reason to believe this has happened.
- If the school is unsure about a specific issue, the school will contact CIDARI and follow guidance.

#### **Training and support**

- The Headteacher will ensure that the DSL undertakes the necessary child protection training and that this is updated at intervals recommended by BSCB & CIDARI. The DSL will ensure that all members of the safeguarding team have adequate training.
- The designated lead (or a member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff and teaching trainees. She will also raise awareness of child protection issues as necessary at briefings, in the staff bulletin. This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected and also encourage staff to keep themselves as safe as possible from an allegation being made against them. Such training must be 'regularly' updated; however at St George's every member of staff has refresher training at the start of the new school year, as well as on-going briefings throughout the year i.e. to share lessons learned.

#### **Confidentiality**

- All staff need to understand that the only purpose of confidentiality is to benefit the pupil. No one should guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as any child protection concern must be reported to the DSL (CI) or Deputy (TH) and may require further investigation by the appropriate authorities.
- Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a "need to know basis" only. Any information shared in this way must be held confidentially to themselves.

#### **Records and Monitoring**

- Accurate records are essential to good child protection practice.
- Any one receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record immediately after reporting the incident, noting what was seen or said, putting the event into context, and giving the date, time and location. This record must be signed and dated. (using the appropriate form available on the Staff Documents on the computer system or pupil reception)
- File notes are kept for any pupil on child protection plan (CPP) or for any pupil monitored for child protection reasons.
- These records are kept in a locked cupboard /on 'My Concern' online

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- If a pupil transfers from the school, any child protection notes will be forwarded to the pupil's new school marked "confidential" and for the attention of the receiving school's DSL.

### **Safer recruitment/practice**

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- Following statutory DBS guidelines re checks on staff (NB The school governing body have decided to exceed staff recruitment in terms of undertaking checks on staff)
- requiring a standardised application form and not just a CV.
- stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children (please see Appendix C)
- requiring the Headteacher or nominated governors, who have successfully completed the DFE online training, to be on any interview panel used to recruit staff and to pose relevant questions.
- validating as far as possible qualifications, experience and expertise
- proactively verifying references and testimonials as far as possible (internal applicants will require references also using our standard pro forma)
- verifying identity, preferably from current photographic ID and proof of address
- verifying the right to work in the UK
- examining all career breaks, sudden job changes and/or dismissals
- maintaining a single, central record of all staff. (School Business Manager hold this record up to date)
- The school will follow the recommendations re trainee teachers and contractors as set out in Keeping Children Safe in Education (March 2015). Contractors operating in pupil circulation areas will be supervised.

N.B. The school does not currently operate any foreign exchanges. However, were this situation to change, we would operate in accordance with Annex C, Keeping Children Safe in Education (March 2015).

*and those pupils for whom we have major child protection concerns*

## **Supporting pupils**

In the area of child protection there is a pyramid of need for the support of vulnerable pupils. At the top are those pupils on child protection plan and those pupils for whom we have major child protection concerns. Next are children 'Looked After' by the local authority, adopted children and those who are cared for by people other than a parent. Then we have those pupils who take the role as a significant carer for a family member. The DSL is responsible for ensuring that we have an up to date list of these groups of pupils. The names of vulnerable pupils are available for staff to access in the Safeguarding area so that they can monitor pupils and raise any concerns with the safeguarding team.

Confidential details will not be included on this list.

Next is a larger group of pupils who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons. Lastly there are the majority of pupils, who do not need ongoing extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement. The designated lead regularly checks our first aid/medical request log for pupils seeking medical assistance, so that we can identify concerns at an early stage.

We are committed to providing support for all these groups of pupils appropriate to their needs. This may be provided by the safeguarding team, a member of the leadership team, a member of the Pupil and Family Support team, a head of College, College Mentor/tutor, School Nurse the BONUS scheme coordinator or an adult in school specifically approached to do so.

St George's School has an ethos of respect and a culture that values, involves and listens to children. We also support our pupils in a myriad of ways for many reasons. We try to help pupils understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage pupils to speak up about concerns they may have for their peers. Children should not keep 'adults secrets'.

## **Children missing from education**

A pupil missing from education for eight sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school (education) the Attendance officer will inform the Designated Lead and contact the Pupil Welfare service; the Designated Lead will consider further actions/support should it be required.

## **Pupils on the child protection register or for whom we have child protection concerns**

The number of pupils on a child protection plan varies. There are also other pupils about whom we have child protection concerns who are not on a child protection plan.

We support pupils in various ways by:

- following the guidance set out in any child protection plans
- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns

- monitoring their welfare carefully, including talking to them regularly about their well being
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- monitoring their attendance carefully and reporting any unexplained absence to social care
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities
- informing their Head of College that they are on a CPP without breaching confidentiality so he/she knows to register immediately any concerns however minor with the DSL (or a deputy).

### **Looked After pupils**

We have a Designated Lead and Governor responsible for Looked After pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly
- offering in school support such as anger management, assertiveness or social skills training as appropriate
- targeting pupil premium specifically to support children in care.
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- monitoring their academic grades carefully to try to ensure they are making good progress in school making full use of tracker on line systems
- informing their Head of College that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team

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- being careful not to accept any under achievement just because the child is 'looked after'
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self esteem projects/residential organised by the school as and when appropriate.

In addition we also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

### **Young Carers**

It is the responsibility of the DSL (or a deputy) to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation. This package would contain elements of the support offered to pupils looked after by the local authority.

### **Disabled Pupils**

Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment, however at this school we will always try to ensure that the voice of the child is heard/sought.

### **Child Sexual Exploitation (CSE)**

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

The Designated lead and at least one other member of the team will have undertaken Child sexual exploitation training

- Any suspicion of should be treated as a Child Protection Case and all procedures should be followed.

### **Female Genital Mutilation (FGM)**

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

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- Any suspicion of this should be treated as a Child Protection Case and all procedures should be followed.

### **Trafficking**

Admissions staff should be aware of any suspicion of this by:

- Checking school/LA records carefully
- Anyone entering from another country (outside UK), should be cross checked with immigration. Trafficking can also be internal to UK check all previous records and reasons for moves
- Any suspicion of this should be treated as a Child Protection Case and all procedures should be followed.

### **Forced marriage**

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations. These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

- Any suspicion of this should be treated as a Child Protection Case and all procedures should be followed.

### **Radicalisation/PREVENT**

Appendix D included in this policy outlines the overall approach to PREVENT Safeguarding. The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Lettings are vetted and monitored by the School Business Manager, who is directly line-managed by the Headteacher.

- Any suspicion of this should be treated as a Child Protection Case and all procedures should be followed.

### **E-Safety**

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology, this is located within our staff handbook on the school website .

### **Other vulnerable pupils**

Members of the safeguarding team are often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a teacher in school to whom the pupil relates or from an external agency. The pupil's Head of College will be informed of the situation. This situation might be a temporary one or may be on-going. This also includes any vulnerable adults who may be 18. Parents/carers are informed of the situation wherever appropriate.

- Any suspicion of this should be treated as a Child Protection Case and all procedures should be followed.

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## Safeguarding Team

The Safeguarding Team at St George's School consists of the following people:

Chair of Governors : Angus MacLeod

The Headteacher: Graham Warnock Deputy Headteacher: Christos Gaitazis

Governor with responsibility for child protection is: Jane Berry

The Designated Safeguarding Lead : Chris Ibbotson

The Deputy DSL : Tammy Hackney

Designated E-Safety: John Hood

Safeguarding administration: support Pam Baxter

Designated training: 2015 (CI) 2016 (TH & AA)

### CHILD PROTECTION POLICY

The school policy has been written to conform to BSCB procedures and the guidance from Government.

Please see also Statutory Policy 30:

STATEMENT OF PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST STAFF

The school works under the guidelines produced by the Blackpool Safeguarding Children's Board – procedures help and Information about Child Protection. The Authority Official responsible for Child Protection is the Senior Education Social Worker. (Duty Social Care 01253 477299)

Please link with:

<http://www.blackpoolsafeguarding.org.uk/>

Details for local Officers are on this site.

The designated teacher for the school is: Ms C Ibbotson

The Deputy Child Protection Co-ordinator is: Mrs T Hackney

The Governor with responsibility is: Mrs J Berry

The school has clear and agreed procedures for dealing with CP cases which are based upon the advice within the BSCB guidance.

Members of staff are advised of the location of Government guidelines.

Can be found online at or <http://www.blackpoolsafeguarding.org.uk/>. website and intra net links via 'my concern' & /or the 'Worried button'. Paper copies in Ms Ibbotson's office

Support for staff who have intensive involvement in dealing with cases of this type will be

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available within school via the designated teacher and or the BSCB, where professional counselling is available, EAP or SAS.

A separate file is used to keep records of any cases; this is in the office of the designated teacher and is confidential. A register of children who are 'cause for concern' is also kept. These are confidential to the designated teacher and the Head teacher with other staff being informed on a need to know basis. Any records that are kept will be maintained in line with the procedures outlined in the BSCB guidance.

Any teacher who has a cause for concern, mere suspicion or disclosure should immediately and without any delay inform the designated teacher where a decision can be made as to the appropriate course of action. (Time makes a difference to both child and procedures, it requires an IMMEDIATE action).

The designated teacher and/or other appropriate teacher will attend case conferences, where the school have had a large involvement with the case. If the school has little involvement it will be at the discretion of the Headteacher.

Relationships with parents of involved children during and after referral will depend on the type of abuse and involvement. This will be dealt with on an individual basis.

Any allegations or suspicions made against adults within the school will be dealt with strictly by local agreed procedures. These must immediately respond to the Headteacher. If it involves the Headteacher – these concerns must go to the Chair of Governors. No-one must attempt any 'Investigation' or 'support' of any kind. Staff will be made aware of the difficulties inherent in this area and the need for self – protection. (See Policy S30). Local Area Designated Officers will be consulted for any issue surrounding adult employees/volunteers/visitors to and around school.

These procedures will be reviewed annually. Amendments to the BSCB guidance will be updated and staff notified via shared documents and Core Policy Booklet.

#### STAFF GUIDANCE NOTES

These notes are to be followed closely.

There are four categories of abuse:

- NEGLECT
- PHYSICAL INJURY
- SEXUAL ABUSE
- EMOTIONAL ABUSE

Staff should be alert to signs of abuse and should follow the procedures outlined if they are

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suspicious. Outward signs of abuse - bruising, lacerations, changes to behaviour, inadequate clothing, poor growth, excessive dependence or attention seeking are all potential signs.

It is not the responsibility of teachers to investigate suspicions, as greater care must be taken in asking questions and interpreting answers about indications of abuse.

If suspicious staff should refer their **suspicions** to the designated member of staff, immediately and without delay who will deal with their concern according to BSCB guidelines.

The designated member of staff will liaise with the investigating agencies or if uncertain as to the need for referral seek advice. This will follow discussion with the Headteacher.

When making a referral the designated teacher will ask to be informed of the strategy to be adopted and the information that will be provided to parents and the child as to how the referral has been made.

The designated teacher should keep clear and accurate records of any suspicions, discussions and subsequent referral.

The designated teacher will be provided with opportunities to develop and maintain appropriate skills and knowledge to carry out their responsibilities.

In the event of a child confiding in a member of staff and requesting confidentiality, the member of staff must tell the child (tactfully) that he or she has a responsibility to refer the information to the responsible person,

- Tell the child: if they want the harm to stop we do need to act, although this may seem worse to them at the outset, (just telling you isn't going to make anything better).

This should be done immediately and shared with no other person.

Child Protection Register - the school will be informed by the key worker when a child is placed on or removed from the register and when a new school is started.

On transfer to a new school the designated member of staff will inform the new school and the key worker of the situation.

The designated member of staff will monitor pupils on the register in line with the agreed child protection plan.

The school will via the SMSC programme raise issues with regard to child abuse and provide information on helplines.

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In a situation where an allegation is made against a member of staff this will be directed to the Headteacher who will follow the agreed procedures of the BSCB and as recommended by Government.

<http://ceop.police.uk/>

<http://www.blackpoolsafeguarding.org.uk>

## **SCHOOL POLICY:**

### **Developing British Values and Preventing Radicalisation (PREVENT)**

This document aims to summarise how, as a school community, St George's School is helping our pupils to develop "British values" and how we work to prevent radicalisation in a range of areas.

### **Upholding and developing British Values**

As a community we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Respect for those with different faiths and beliefs

*(Source: DfE Press Release 23.6.14)*

As a school we aim to develop and nurture these by:

- Delivering a Collective Worship programme with core Christian and British value, beliefs, and practices at its heart
- Having a College system that ensures all individuals are recognised and foster a family ethos with pupils supporting each other through peer mentoring
- A well-structured Spiritual, Moral, Social and Cultural education programme
- A strong Religious Education syllabus at both Key Stages, including a Spirituality Day annually for each year group.
- Effective and well-managed School Council enabling pupils to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour Policy so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A rewards system that recognises positive contributions in school and celebrates success
- A Code of Conduct which is regularly referred to and communicated with pupils, reiterating that we are a school community built on mutual respect and understanding

- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to pupil safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)
- Celebration of the diverse nature of our school community through *menus, themed events, the Collective Worship programme, the teaching of World Music and the choice of texts/resources across the curriculum*
- An extra-curricular programme that provides opportunities outside the curriculum to develop individual talent and contribute to school life

In addition, please see bullet points below relating to how we aim to eliminate the possibility of Radicalisation as many of these actions / steps also assist us in affirming and reinforcing core “British Values” of tolerance, respect and the rule of law.

Citizens who feel respected, connected and valued within a community are far less likely to be at risk of radicalisation.

We have defined Radicalisation as, “a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo and/or reject and/or undermine contemporary ideas and expressions of freedom of choice.”

We believe it is when someone feels marginalised or under-valued that there is a greater opportunity for such extremism to be fostered. We aim to prevent the radicalisation of our pupils / staff by:

- Celebrating diversity through our curricular content (for example – see SMSC curriculum)
- Providing menu options to meet specific dietary requirements
- Providing opportunities / facilities for personal prayer and reflection during the school day
- Making provision for specific periods of religious observance (such as during the month of Ramadan)
- Planning calendared events with consideration of significant periods of religious observance (such as Parents Evenings and Ramadan, for example)
- Providing a Spiritual, Moral, Social and Cultural programme that celebrates diversity, challenges stereotypes and addresses issues such as discrimination and prejudice in society as a whole
- Having a school uniform which can be adapted appropriately to meet the requirements of religious dress codes
- Authorising absence appropriately for religious observance
- Ensuring that pupil rewards programmes offer rewards that are appropriate to those of all faiths and none

- Making provision for pupils who are in periods of religious observance (such as Ramadan) during school visits / residential stays
- Making provision for religious requirements linked to modesty and appropriate segregation by gender during school visits or residential opportunities
- Providing Work Experience placements at KS4 which offers all pupils the opportunity to explore career aspirations and raise expectations
- Monitoring all job applications in our aim for diversity within our staffing
- Ensuring the safer recruitment of our staff
- Ensuring that visitors are appropriately vetted and supervised whilst on site
- Educating pupils about the protected characteristics detailed within the Equality Act 2010
- Responding rapidly, rigorously and appropriately to any reported incidents of a racist or discriminatory nature, adhering to Local Authority reporting protocols, as required

In summary, our aim is to develop well-rounded, educated and reflective pupils who can confidently move forward beyond school and find their place in the world. We want our pupils to:

- Develop lively, enquiring minds capable of original thought and well-balanced critical argument.
- Become confident, independent learners well-equipped for lifelong learning.
- Derive enjoyment from their learning which should extend their intellectual capacity, develop their interest and stimulate their curiosity.
- Embrace the many opportunities afforded by developments in information and communication technologies, whilst fully accepting the responsibilities that go with using them properly.
- Engage in a broad programme of experiences which enable them to appreciate their cultural inheritance and to understand more about themselves and the world in which they live.
- Develop the capacities to make informed, rational and responsible decisions and to work in ways which enhance their self-respect and sensitivity to the needs of others, particularly those less advantaged than themselves.
- Show respect for each other and all people working in the school, and to appreciate the diverse talents that contribute to our school community.
- To play a full part in creating a caring, supportive school environment.
- Develop a range of reasoned beliefs and values and a sympathy and respect for those held by others, which will prepare them to become considerate and responsible citizens.
- Display self-discipline and proper regard for authority.
- Foster good behaviour and to avoid all forms of bullying

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## THE USE OF REASONABLE FORCE

All pupils are encouraged towards behaviours which are likely to help them to achieve their potential, predicated on the conviction that every child matters as a unique creation of God. Staff are mindful of their obligations in working in a Christian community, modelling Christian values and practising Christian forgiveness.

The Headteacher and Governors have set out the range of policies and procedures designed to maintain the positive Christian ethos and character of St George's. However it is clear that, on rare occasions, staff may have to exercise physical force to control or restrain pupils.

This will be in pursuit of defined objectives:

- Health and Safety of a pupil, a group of pupils or of staff (for example if a pupil is assaulting another pupil and fails to stop on command).
- Prevention of serious and/or dangerous breach of discipline (for example if a pupil is about to run through and disrupt a public examination and refuses to stop).
- Prevention of serious damage to property (for example is damaging or about to damage a window or the property of another pupil and refuses to stop on command).

The school will always seek to minimise the need to use physical interventions. It will do this by:

- Maintaining appropriate standards of mutual respect and courtesy in which pupils learn how difficulties/problems can be resolved appropriately.
- Maintaining an appropriate and clearly understood disciplinary framework which ensures that pupils are clear about behaviours required and staff are supported in day to day management behaviour.
- Providing holistic and effective behaviour and pastoral support systems to support pupils towards appropriate attitudes and behaviour in school.
- Communicating to staff specific requirements and/or advice in relation to the management of specific pupils (for example with Special Needs, disabilities or during periods of particular stress/strain e.g. domestic violence, trauma, bereavement).
- Effective communication and collaboration with parents to secure support and best impact.

- Effective liaison and collaborative work with other agencies and organisations in the best interests of individual pupils and the whole school community.

The decision to use physical intervention:

- Will always be based upon the belief that it is necessary to avoid greater harm.
- Will be taken when staff are convinced that the risks involved in the intervention outweigh the risks of not using it.
- Will be taken if no other means is apparent.
- Every attempt will be made to de-escalate the situation including one or more of the following (or similar efforts).
  1. approaching the scene in a manner which shows confidence, signals the arrival of "authority" and expectation of compliant behaviour (for example moving purposefully and instructing other pupils to stand away)
  2. sending for assistance
  3. giving a command to stop
  4. reasoning with the pupil ("Right, that's enough, I can see you're upset, sit down for a minute....")
  5. attempting to disassociate the pupil from a group or location ("just come with me a moment", "I'll speak to you over here in a minute".....etc)
  6. Reminding a pupil of a previous (positive) intervention (e.g. "we talked about this last week, right come on.....")
  7. Removing others from the scene (e.g. "John, go over there to Mr.....Kate go and wait in the main entrance.....")
- If de-escalation fails to secure improvement/cessation a clear oral warning that physical force will be deployed should be given ("I've told you to stop. I am warning you that I will use force if you do not stop").
- Consideration should always be given to the level of risk. If it is deemed to be high (if, for example, a knife is being brandished in a threatening way) contact with senior staff and the Police is the highest priority along with the personal safety of the member of staff and the pupils s/he is seeking to protect.
- Saving face/maintaining discipline should never be a reason for taking risks with personal safety. Tactical withdrawal is explicitly required in any situation involving such risk.
- Staff should use minimal levels of force. Most usually placing an arm between a pupil and the object of his/her behaviour, moving a pupil away by taking hold of the arm(s), placing a hand in the small of the back to direct a pupil away or, unusually, encircling a pupil at waist or chest height will achieve the restraint/cessation. If the pupils runs off and there is no imminent danger this should be permitted rather than have force increased. Physical restraint should seek to avoid blows, restriction to the airway or the use of other materials (e.g. rope). Only in extreme emergency with no viable alternative would it be deemed appropriate to maintain restraint.

Staff authorised to use force:

All staff who work in direct contact with pupils and exercise charge and control of pupils at any time have permanent authorisation to exercise physical force to control or restrain. This applies to all permanent teaching staff, cover assistants, LSA's, technicians, Learning and Intervention Mentors, Intervention Officers.

[This does not imply an expectation (see section "The decision to use physical intervention.")]

Temporary authorisation will be given to all permanent members of staff it and when they:

- Participate in events requiring that they temporarily exercise charge and control for a limited period.
- Find themselves de facto in charge and control in the absence of other colleagues and are faced with a situation in which to do nothing might result in serious arm or damage (for example a Site Supervisor might come upon a pupil being attacked by a boy with a rounder's bat as he is locking up).

Training and Reporting:

- Staff training will be given as part of the whole staff training and information programme at the start of each academic year. Clear guidance as to expectations and the alternatives preferred will accompany this.
- All incidents involving the use of physical force will be reported to the Headteacher and recorded on the appropriate pro forma.
- The Headteacher will act to inform parents of the details of any incident necessitating the use of physical force.
- The Headteacher will act to support, advise and guide a member of staff involved in such an incident and seek appropriate external support (e.g. counselling) should it be appropriate.
- Where any such use results in a parental complaint the Complaints Procedure will be deployed by the Headteacher.

## **GUIDANCE ON SAFE WORKING PRACTICE**

Guidance on safe working practice for Adults Working with Children and their families. Communication with Children and Young People including the use of Technology.

This has been commissioned and approved by the DCSF and adopted by the Blackpool Safeguarding Committee – Jan 2008. This is the guidance in place and is available in full on :

### Summary:

- Adults should not give their personal contact details to children or young people or their family – including their mobile telephone number.
- Only use equipment (eg Mobile Telephones, computers) provided by the organisation to communicate with children and their families making sure that parents have given permission for this form of communication to be used.
- Only make contact with pupils for professional reasons and in accordance with any organisational policy.
- Do not use any internet or web-based communication channels to send personal messages or accept same from pupils. (Personal being outside of a professional relationship).

### Additionally:

All staff are reminded of the duties and responsibilities set out in the Staff Code and other guidance documents (for example Child Protection, Safeguarding, Confidentiality, the Use of Physical Restraint) in all they do, say, write and publish.

Staff should always be mindful that they are in a position of both power and trust. Discussions with individual pupils should be conducted in such a way as to secure the pupil's confidence and ease whilst safeguarding professional distance and reputation. The timing and location of all such discussions is critical and every care should be taken to ensure both are appropriate (for example in a classroom with windows, in a room with the door open to passing staff/pupils, accompanied or within sight/hearing of a colleague).

They must not use that position or knowledge derived therefrom, in any inappropriate way or disclose it inappropriately. They must be mindful of propriety in their conduct, dress and demeanour (see Staff Code) and should guard their own privacy and not knowingly place themselves or pupils in a vulnerable position at any time. Staff should remain aware at all times of their contractual and professional responsibility to maintain confidence in the school and have regard to their own and the school's reputation in what they do, say, write

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or publish (including photographs). At all times any rewards given to pupils should be appropriate in both selection and distribution and not be open to misrepresentation as "favour".

Social contact should be circumscribed by professional responsibility and accountability (including EVC requirements) and communication should be both age and gender appropriate. Any contact or relationship with a pupil which might be deemed sexual in nature is unacceptable and forbidden.

Where staff have any questions or doubts as to the appropriate response/actions required they should seek advice immediately from senior colleagues and err on the side of caution.

Full guidance is available at BCSB (Blackpool Children's Safeguarding Board)

<http://www.blackpoolsafeguarding.org.uk>

<http://www.CEOP.police.uk/>

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