

Hulme Hall Grammar School



Safeguarding Children Policy

Whole School Including Pre-School

Report	Safeguarding Children Policy
Approval Body	Governors
Date Reviewed	September 2018
Date Approved	September 2018
Review Schedule	Annual
Next Review due	September 2019

Commitment

At Hulme Hall Grammar School we are committed to safeguarding and promoting the welfare of all children, in line with the duty placed on us by section 175 of the Education Act 2002.

We strongly believe that all children have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; Independent School Inspectorate Regulations; the Education Act 2002, DFE guidelines and with reference to the Stockport Safeguarding Children Unit and in line with the duty placed on the school by Keeping Children Safe in Education (KCSIE, **September 2018**) which incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (February 2015) and the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015).

Working Together to Safeguard Children (**July 2018**).

Prevent Duty Guidance: for England and Wales (July 2015) (Prevent), supplemented by non-statutory advice and a briefing note:

- *The Prevent Duty: Departmental advice for schools and childminders (June 2015).*
- *The use of social media for on-line radicalisation (July 2015).*

Scope of our Commitment

At our school safeguarding encompasses child protection, safer recruitment, managing allegations against members of staff as well our approach to the Team Around the Child (TAC) process. It is also supported by our approach to behaviour management, our response to managing bullying and racist incidents, our response to care and control, our response to children who are absent from school, our response to the use of technology in school, our management of children with medical needs, our first aid arrangements, our management of educational visits and our health and safety procedures, including site security. These are documented separately.

Throughout our work we have a clear commitment to supporting families. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Child Protection - Key Staff

Designated Safeguarding Lead for Pre-School and Junior Learning Centre is **Mrs H Khinda (Head of Hulme Hall Pre-School)**

Deputy Designated Safeguarding Lead for Pre-School and Junior learning Centre is **Miss E Day (Early Years Room Leader)**

Designated Safeguarding Lead for the Senior School is **Mrs J Smith (Interim Head)**

Deputy Designated Safeguarding Lead for the Senior School is **Mrs K Conway (Pastoral Manager / KS3 Manager)**

All of the above post-holders have the status and authority within our management structure to carry out the duties of the role.

If the relevant Designated Lead is unavailable or is herself the subject of a complaint, her duties will be carried out by the other DSL

Our named Governor for child protection is **Emma Palmer**

All members of staff in our school are reminded termly who these key post-holders are. This is supported by posters displayed in school.

The primary responsibilities of the Child Protection Leads will be:

- To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- To co-ordinate the child protection procedures in the School and embed an awareness of the importance of safeguarding children with all staff and pupils in the school.
- To maintain an ongoing training programme for all school employees and to ensure that part-time and voluntary staff are made aware of the child protection procedures.
- To monitor the keeping, confidentiality and storage of records in relation to child protection.
- To liaise with the Local Area Designated Officer (LADO) or other authorities.
- Advise and act upon all suspicion, belief and evidence of abuse reported to her.
- Keep the Head informed of all actions unless the Head is the subject of a complaint. In this situation, the Designated Lead will consult with the Chairman of Governors or in his absence, a Vice-Chairman of Governors.
- Liaise with the Children's Social Care Team and other agencies on behalf of the School.
- To review regularly the child protection arrangements and remedy any deficiencies or weaknesses without delay
- To inform the Local Authority Designated Officer within 1 day of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises

(whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

- To inform the Local Authority Designated Officer and DBS within one month of leaving school of any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.
- To inform the Independent Schools Inspectorate within 1 month of any critical incident related to the safeguarding of pupils.
- To ensure that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example in a separate institution).
- The LADO and OFSTED must be informed within 14 days of leaving the school of any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with EYFS children.

What school and college staff should look out for:

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs (SEND).
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Indicators of Abuse and Neglect:

Taken from KCSIE SEPTEMBER 2018

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by

others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

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, for example, 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.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put

children in danger.

All staff should be aware that safeguarding issues can manifest themselves via **peer on peer abuse**. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: **Contextual Safeguarding**.

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

A whole school or college approach to preventing child on child sexual violence and sexual harassment:

School takes a whole school or college approach to safeguarding and child protection. This means involving everyone in the school or college, including the governing body, all the staff, children, adult students and parents and carers.

- Safeguarding and child protection should be a recurrent theme running through policies and procedures.
- The school's approach to sexual violence and sexual harassment should reflect and be part of the broader approach to safeguarding.
- The schools safeguarding procedures with regard to sexual violence and sexual harassment should be transparent, clear and easy to understand for staff, pupils, students, parents and carers.
- **Contextual Safeguarding**
- Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or college.
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the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

- **Safeguarding training**

- The School makes decisions relating to teachers' professional development as we are in the best position to assess their individual requirements and also take into consideration local priorities and local issues.

- Child protection and safeguarding training in school takes into consideration the importance of their staff being aware of the different types of abuse and neglect. Equally important is that staff know what to do if they have a concern about a child, how to respond to a report of abuse, how to offer support to children and where to go to if they need support.

- **The role of education in prevention**

- Schools can play an important role in preventative education. Keeping Children Safe in Education sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online. Schools should consider this as part of providing a broad and balanced curriculum.

- **A planned curriculum as part of a whole school approach**

- The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain. The school will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. Such a programme should be developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

- a. healthy and respectful relationships;
- b. what respectful behaviour looks like;
- c. consent;
- d. gender roles, stereotyping, equality;
- e. body confidence and self-esteem;
- f. prejudiced behaviour;
- g. that sexual violence and sexual harassment is always wrong;
- h. addressing cultures of sexual harassment.

- Good practice allows children an open forum to talk things through. Such discussions can lead to increased safeguarding reports. Children should be made aware of the processes to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer. All staff should be aware of how to support children and how to manage a safeguarding report from a child (as per paragraph 17 of Keeping Children safe in

- Education).

- **Specialist support and interventions**

- As part of their approach to sexual violence and sexual harassment, schools should consider carefully if external input is necessary. This might be to train and/or support their staff, teach their children and/or provide support to their children.
- Specialist organisations can offer a different perspective and expert knowledge. It is good practice for schools and colleges to assure themselves of the quality of any specialist provider with whom they engage. This may take the form of written testimonials or engaging with a provider that is well known and established.

Training on Managing and Responding To Reports of Sexual Violence:

School will support and train staff by referring to online DfE Guidance: **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges** using the links to resources as necessary.

The school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

As per Part one of this guidance, all staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed.

However, effective safeguarding practice includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to
- recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;

- Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Other Safeguarding Issues:

The school has a clear Mobile Phone Policy (see separate document) which is designed to keep children and adults safe. In order to minimize pupils accessing 3G/4G networks in school, we ask pupils to hand in mobile technologies in registration. We do not allow WiFi access on personal devices to our network.

In order to prevent violent extremism and radicalisation, the School is committed to contributing to community cohesion and reducing the likelihood that its pupils may become radicalised. If a member of staff has any concerns that pupils may be subjected to or involved in the above or in any of the following: Female Genital Mutilation, Child Sexual Exploitation, Forced Marriage or Gang Membership, they are required to report them to the Designated Lead in School using the Note of Concern. The Designated Lead will then contact the Duty Social Worker at the Contact Centre or the Duty Officer at the Safeguarding Children Unit (0161 474 5657 / 5659) for further advice and support.

Child Protection Procedures

At our School we follow the policies and procedures generated by Stockport's Safeguarding Children Unit.

When members of staff receive a disclosure or notice something which leads them to suspect that abuse may have taken place the information is recorded on our 'Note of Concern'. It is passed in a sealed envelope to the Designated Safeguarding Lead as soon as possible.

This record should include:

- The date and time of the observation/disclosure
- Full information including verbatim accounts when possible of the incident
- Comments about the child's appearance, behaviour, emotional state and actions

A member of staff suspecting or hearing details causing concerns about possible abuse must:

Listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place. Reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the relevant Designated Lead who will ensure that the correct action is taken. Do not ask leading questions, that is, a question which suggests its own answer.

All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Anyone can make a referral, however if it becomes necessary to consult outside the school, they should speak in the first instance to the Contact Centre. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately via the Contact Centre - 0161 217 6028 or to the police.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

When members of staff are receiving a disclosure from children they should follow the guidance issued by the Safeguarding Children Unit.

When technology is involved we retain the evidence provided by the young person and/or their family (e.g. screen shots/emails/text messages) and use it to support the 'note of concern'. However we do not search mobile phones or computers to gain further information. Instead we seek advice from the police via the Public Protection and Investigation Unit (0161 856 7974) about gathering evidence.

Upon receiving the 'note of concern' the Designated safeguarding lead follows the procedures endorsed by Stockport's Safeguarding Children Unit, which are described in the flow-chart that is displayed around school. Action should be taken within the same working day and as early as possible.

Where abuse is suspected a referral will be made to Social Care by the Designated Safeguarding Lead. The expectation is that a verbal referral will be supported in writing, usually by the completion of the Early Help Assessment (EHA), in line with local procedures.

The content of the referral will be discussed with parents/carers where this is appropriate. Advice should be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse or fabricated illness are suspected. Members of staff are aware that they must not discuss any issues with parents/carers unless they are told to do so by the Designated Safeguarding Lead. Pupils/Parental consent is not needed for referral to statutory agencies.

NB. The above processes are also relevant when there are concerns about children who may be at risk being drawn into terrorism. Advice can also be sought from the Channel Programme (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism) or Children's Social care.

NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.

Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others (including the taking of photographs) may negate or contaminate evidence.

At our school it is expected that staff will co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. This is not the responsibility of our school.

Throughout this process the Designated Safeguarding Lead can seek advice from:

Social Care Contact Centre (0161-217-6028) – you may need to speak to the Senior Practitioner/Duty Social Worker

The Senior Advisor for Safeguarding in Education – **Julia Storey**

(Julia.Storey@Stockport.gov.uk)

The Safeguarding Children Unit

As a school we take our commitment to attending Child Protection conferences very seriously. If in the unlikely event, we cannot attend, we will always send a written report to the conference to convey latest information and our opinions to the Independent Chair.

Any concerns about the welfare of a child should be reported immediately to the DSL

Training and Support

All members of staff, volunteers and governors are trained in safeguarding and child protection issues as part of their induction process and receive regular on-going training. The School induction training includes: school policy, KCSIE part one (all staff), KCSIE Annex A (leaders and those who work directly with children), staff code of conduct (including whistleblowing and acceptable use of IT, staff/pupil relationships and communication including use of social media).

A copy of part 1 of Keeping Children Safe in Education has been given to all teaching and non-teaching staff. Leaders and staff who work directly with children also receive KCSIE Annex A.

An electronic version and hard copy of the Safeguarding policy is available to all members of staff.

All members of staff undertake Level 1 Basic Awareness training every 2 years. This is provided by Stockport's SCU. **All Pre-School and JLC staff had refresher training in January 2018 and Senior School staff in September 2018**, however, staff receive regular in house updates and training, including online safety and the Prevent Duty. The Designated Safeguarding Lead in school has access to specific training every 2 years which is provided by Stockport's SCU. H.Khinda had training in **January 2018**, K.Conway in October 2016, J.Smith in March 2017 and E. Day November **2017**

The Designated Safeguarding Leads and **Deputy Designated Safeguarding Lead** attend Stockport Safeguarding Network Meetings and EYFS Leaders & Managers Meetings to ensure they are up to date with new initiatives and current issues in child protection.

All staff have been made aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Support material and the policies and procedures are available on www.safeguardingchildreninstockport.org.uk. Another good source of advice is provided on the NSPCC website.

These materials are also available on the Stockport website www.stockport.gov.uk and www.hulmehallschool.org

On an annual basis, staff are asked to confirm they are able to locate the School Safeguarding Policy on the internet and that they have read and understood their responsibilities with regards to safeguarding.

A record of staff training is kept within school, which identifies who has attended the training and the content of the session.

A set of the most recent training materials are available for staff in school.

The level and focus of training is responsive to the context of the school and the community.

Our Nominated Governor receives termly updates about safeguarding concerns in School at Education Committee Meetings and via e mail.

Information for Parents/Carers

It is made very clear to all parents/carers that all staff are legally obliged to follow up any concerns they may have around child protection. A statement to this effect is included on the School website and the Senior pupil homework diary. We display our commitment to safeguarding in our entrance areas and www.hulmehallschool.org

Confidentiality/Records

All Child Protection records are kept separately from other records in the School and are stored in a locked cabinet. The Designated Safeguarding Leads, **Deputy Designated Safeguarding Lead** and **Interim Headmasters** have access to these. When necessary they may be shared with other relevant members of staff. However, they must always be read in School and then placed immediately back in the locked cabinet.

When a child leaves our School, copies of their child protection records are sent to the receiving school separately from the child's other school records . Records are not sent unless it has been confirmed that the child has taken up their new place. If this confirmation is not received we would retain the file indefinitely. We would inform Services for Young People (SFYP), via a password protected e-mail supported either by phone or an SFYP referral form, that the child was no longer at our school.

Team Around the Child (TAC)

This is a multi-agency approach working to support the child. It is led by the Local Authority. Where it is deemed that pupils require additional support, staff at Hulme Hall Grammar School will:

- Discuss their concerns with parents/carers
- Complete or update an Early Help Assessment
- Convene or take part in the Team Around the Child Process
- Call an Engagement Meeting if parents/carers are unwilling to engage with the process
- Monitor the child's progress and raise the issue to the level of Child Protection if this is necessary

All our work at the level of Team Around the Child is conducted with the support and full knowledge of our parents/carers. When we can, we will involve the child in the process, if they cannot be present in meetings we will find ways ensure that their thoughts and views are heard.

Training and Support - Further safeguarding training and development opportunities can be found at - www.safeguardingchildreninstockport.org.uk and on Learning Leads.

Materials to support the Team Around the Child process are located on the Stockport Family page within the SMBC website (www.stockport.gov.uk/early-help-assessment). In the Senior School materials are also accessed to equivalent Local Education Authorities.

The Views of Our Children

In our school, the views of our children are very important to us. We make sure that our children know that members of staff are always prepared to listen to them. Children are made aware that they can report any concerns verbally and/or through:

- Assemblies
- CPSHE Activities and circle time activities
- School Council
- Form Time
- Via Email

In addition members of our staff are mindful of the need to actively listen to children at all times during the school day. Staff members are asked to report the content of these conversations to senior leaders through established meeting structures in school, whether or not there are concerns expressed by the children. We do this to ensure that we have a constant overview about how our children are feeling in school throughout the year. We use the findings from all these sources to inform our school development plan, curriculum developments and specific interventions for individual children.

Teaching Pupils About Safeguarding

The following areas are among those addressed in CPSHE, RE and in the wider curriculum:

- Bullying – including online peer on peer abuse such as cyber bullying and sexting
- Drug and alcohol awareness
- E Safety / Internet safety
- Stranger danger and personal safety
- Fire and water safety
- Road safety
- Positive relationships
- Diversity
- Informed choices
- British Values linking with P.V.E

Support to Pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a **Special Educational Need or Disability (SEND)**, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence. This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for

appropriate support and intervention. Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

Support for Pupils With Special Educational Needs and Disabilities (SEND)

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

Staff Protection

All staff and volunteers must abide by the Staff Code of Conduct. It is possible to reduce situations in which abuse can occur and help protect staff by promoting good practice. The standards of professional conduct expected of all staff are contained in the Staff Handbook. Staff should always be open and public when working with pupils. Members of staff who are also parents of pupils in the school should be very mindful of their professional obligations within the social and domestic context.

Staff should not:

- Spend excessive amounts of time alone with individual pupils, for example in one to-one tuition or sports coaching.
- Take pupils alone on car journeys without the parents' knowledge and permission.
- Take pupils to their home where they will be alone.

Staff should never:

- Allow or engage in rough, physical or sexually provocative games.
- Share a bedroom with a pupil on any residential trip or other occasion.
- Allow or engage in any form of touching apart from official activities which require this and for which there are guidelines. Common sense should be exercised when dealing with injured or very young pupils in distress.
- Allow pupils to go unchallenged if they use inappropriate language.
- Make sexually suggestive or inappropriate comments to a pupil, even in jest.
- Allow allegations made by a pupil to go unchallenged, unrecorded or not acted upon.
- Humiliate pupils, including sustained shouting or unacceptable use of sarcasm.
- Staff should never use their size or presence as a threat, e.g. standing over a pupil in a threatening manner; Shouting, intimidating or ridiculing are forms of abuse. Pupils should be called by their given or chosen name.
- Engage in inappropriate electronic communications with a pupil.
- Staff who need to contact pupils outside school hours should use a school mobile phone or their school email account.
- Staff should only use the School's rewards and sanctions. (A record of all rewards and sanctions issued should be kept and should include which pupils are selected to do what and when).
- Any physical contact of any sort should be avoided as it can be misconstrued. The 'natural' reaction when a pupil is upset is to respond with a comforting gesture, but they may not welcome this.
- Hitting a pupil whether in the spirit of fun or any other form of physical restraint is unwise; special care should be taken in 1:1 situations with a pupil.
- Staff should make it possible for people to see into the room even if they don't come in and if possible leave the door open.
- Staff should ensure that others are aware what they are doing with pupils, when and why.
- Arrangements for supervising pupils should always be known and accepted by managers.

Restraint

If a pupil or pupils are perceived to be at risk, staff may use their discretion in using reasonable restraint. Staff should be very careful here and only use physical contact as a last resort. A member of staff may use, in relation to any pupil at the School, only such force as is reasonably necessary in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- Committing any offence;
- Causing personal injury to, or damage to the property of any person (including the pupil him/herself);

- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the School or among any of the pupils, whether that behaviour occurs during a teaching session or otherwise.

The member of staff concerned with the incident should report any use of physical intervention/restraint immediately to the Head. All incidents will be recorded and written records kept.

Pre-School

- Staff in the Pre-School must never be alone with a child. Staff will inform another staff member when they are about to change a child in the bathroom/on the changing mat, respecting privacy.
- Staff in the Pre-School are not permitted to take photographs or recordings of a child on their own cameras, mobile phones, tablets or other personal devices.
- Cameras and photographic images are stored securely either in a locked filing cabinet or in a password protected file.

Pre-School is a mobile phone free zone. Parents/carers/visitors are not permitted to use mobile phones in the Pre-School. Staff must keep their mobile phones in the lockable cupboards provided. Personal staff medication is locked away. These guidelines form part of the Pre-School Staff Code of Conduct and form part of the staff induction process.

Children Missing from School

As part of staff Safeguarding training, staff / Form Tutors are encouraged to be vigilant regarding children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

Where possible, school holds more than one emergency contact number for each pupil or student. This provides additional options to make contact with a responsible adult when a child missing from education is also identified as a welfare and/or safeguarding concern. Guidance for the schools' duties regarding children missing from education, including information we provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the department's statutory guidance: Children Missing Education. General information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy and in the guidance provided to us by our School Education Welfare Officer at Stockport Family.

A child going missing from education is a potential indicator of abuse and neglect, including Child Sexual Exploitation (CSE), Female Genital Exploitation (FGM) and Forced Marriage and radicalisation. A written record is made of any incident of a pupil missing from school, the action taken, and any reasons given by the pupil for being missing.

- In the event that a child is missing the Head and DSL must be informed.

- The other children will be gathered together and the register will be taken.
- Ask all of the adults and children calmly if they can tell us when they last remember seeing the child
- At least 1 adult will stay with the children whilst a search is made of the venue and immediate area outside of the building by any other available staff. Maintenance staff will be informed by phone to join the search.
- Should the child not be found within 15 minutes the Head will contact the parents and the police.
- Whilst waiting for the Police and the parent/carer to arrive, searches for the child will continue. During this period, staff will maintain as normal a routine as is possible for the rest of the children at school. The DSL will inform the Stockport Safeguarding Children Unit.
- In cases where either the police or social services have been informed, the relevant body will be informed as soon as is practical. A full report will be written immediately for the incident book.
- Once the incident is resolved, the SLT and the staff team will review relevant policies and procedures and implement any necessary changes.

Actions to be followed by Staff once the child is found

- Talk to, take care of and comfort the child and other children in the group
- The Headmaster will speak to the parents and other agencies, as appropriate, to discuss events and give an account of the incident
- Media queries should be referred to the Headmaster
- There must be a full written incident report and procedures must be adjusted where necessary.

Managing Allegations against Staff

All school staff must take care not to place themselves in a vulnerable position with a child. **All members of staff at Hulme Hall Grammar School are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headmaster.** This also extends to other professionals / volunteers who are invited by the school to work with our children. If the concerns are about the Headmaster they are aware that they report the matter to the Chair of Governors. When an allegation has been made the Headmaster will consider whether the allegation suggests that the individual has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

If any of the above have happened, **staff must report to the Headmaster** and the Headmaster must record the concerns, and contact the Local Area Designated Officer to ask for advice about how to proceed. The LADO will advise the Headmaster about whether to proceed in writing via a formal referral route, or treat the matter internally via other policies (e.g.: disciplinary/capability).

For additional information about the process we refer to the flowchart written by the SSCU-
www.safeguardingchildreninstockport.org.uk

Any allegation against a member of staff will be recorded. The report will be held securely in the Headmaster's office.

If the allegation was made against the Headmaster it should be reported to the Chair of Governors. He should contact the Local Area Designated Officer immediately to ask for advice about how to proceed.

The Headmaster must not be informed.

All members of staff in our school are made aware of this policy at least annually.

As a school we recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) in accordance with the Protection of Freedoms Act (2012) for their consideration about whether a colleague should be barred from the children's workforce. We would make a referral when both conditions set out in the Referral Guidance provided by the DBS on www.homeoffice.gov.uk/dbs are met.

The DBS address for referrals is PO Box 181, Darlington DL1 9FA – tel 01325953795.

A referral will be made to **the Teaching Regulation Agency** where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons for such an order are:

- Unacceptable professional conduct
- Conduct that may bring the profession into disrepute
- A conviction, at any time, for a relevant offence

Managing Allegations against Pupils

All staff are aware that they have a duty to report any allegations of suspected abuse by one or more pupils against another pupil to the DSL. If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, then a referral will be made to Children's Social Services. The School will follow the reporting concerns procedures outlined above.

It would be an expectation that in the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, are treated as being 'at risk'; thus the information is recorded on a Note of Concern. If physical abuse is suspected, a Skin Map can be used to record the site and extent of any injury that has been noticed. These are passed on to the DSL as soon as possible who will decide whether to make a referral or not based on advice received from the LSCB. **Any member of staff may make a referral to external agencies.**

Safer Recruitment

At our school we are committed to the safer recruitment practices.

We ensure that all appointments in our school are made by a panel which comprises of at least one person who has completed safer recruitment training. A copy of the certificates of everyone who has been trained is retained by school.

Our safer recruitment practices include:

- Ensuring that all our adverts include a statement which explains our commitment to safeguarding children.
- Displaying our commitment to safeguarding both visually in school and on our website.
- Ensuring that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children
- Discarding any applications that are made by any applicant who submit a CV instead of the required application form.
- Requesting references prior to interview, using a detailed reference request form
- All Governors have an Enhanced DBS.
- Scrutinising the application form and references, to identify any gaps in employment, or inconsistencies in the information presented. We use this information to formulate candidate specific questions that will be used during the interview.
- Checking the validity of qualifications.
- Checking the identity of the individual concerned.
- Checking the eligibility of the candidate to work in the UK.
- Asking specific questions during the interview that relate to safeguarding children. We expect candidates to discuss individual experiences rather than talking hypothetically.
- Collecting the information for an Enhanced DBS check as appropriate.

- Request a check against the DBS Children's Barred List as appropriate.
- Discussing any self-declared information with the candidate in a non-prejudicial way during the interview.
- Reserving the right to call candidates back for further questioning if anything emerges either through the DBS process or late references.
- Reserving the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose.
- Ensuring that we do not employ anyone in Regulated Activity who is known to be on the Barred List for Children.
- Carry out NCTL check

In addition we:

- Maintain our single central record in compliance with guidance laid out in Keeping Children Safe in Education (September 2018).
- Ensure that volunteers (including governors) are subject to DBS checks against the Barred List for children in accordance with the Protection of Freedoms Act (2012).
- Ensure that, where appropriate, we are clear about the pre-appointment checks that have been undertaken by any member of staff supplied to us by another organisation and we have checked their identity.
- Cleanse our single central record annually to remove the staff who have left our organisation. All the details of these staff are kept for six years.
- Have a clear process of risk assessing any individuals who come onto our premises This would include a record of the levels of supervision that will be applicable while colleagues are in our school.
- Ensure that all visitors to our school are met at Reception and are given a visitors pass/badge. There may be some cases where this does not happen (e.g. refuse collection).
- Ensure that where appropriate (LA officers/contractors) visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties.
- Ensure our governing body reviews our contracts regularly to check the adequacy of the arrangements contractors put in place to ensure that their staff are 'suitable' for working in school.

Monitoring

The Designated Lead, Headmaster and the nominated Governor will scrutinise and monitor the operation of this policy and its procedures and make an annual report to the Governing Body. The Governing Body will undertake an annual review of the policy and procedures and the efficiency with which the related duties have been discharged. This will normally take place in November. Appropriate minutes will be kept to demonstrate the detail of the review.

Further Safeguarding Issues:

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

A number of other expert and professional organisations are best placed to provide up-to-date guidance and practical support on safeguarding issues. There is also a great deal of guidance on the following issues on the GOV.UK website:

- Bullying (including cyber bullying)
- Child Sexual Exploitation (CSE) (Further information, KCSIE Part 1 & Working Together To Safeguard Children September 2018)
- Child missing from education (Further information, KCSIE Part 1)
- Child missing from home or care
- Domestic Violence
- Drugs
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation (FGM) (Further information, KCSIE Part 1)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/violence against women and girls (VAWG)
- Hate
- Mental Health
- Missing Children & Adults
- Private Fostering
- Preventing Radicalisation (Further information, KCSIE Part 1)
- Sexting
- Trafficking
- initiation/hazing type violence and rituals

Useful Contacts and Resources

Designated Safeguarding Leads

Mrs H Khinda h.khinda@hhgsvle.org

Mrs J Smith j.smith@hhgsvle.org

Designated Safeguarding Officers

Mrs K Conway k.conway@hhgsvle.org

Miss E Day e.day@hhgsvle.org

NSPCC National Helpline 0808 800 5000

Childline 0800 1111

Keeping Children Safe in Education – DFE September 2018

Working Together to Safeguard Children – September 2018

What To Do If You're Worried a Child is Being Abused – DFE 2015

www.everychildmatters.gov.uk

Social Care Contact Numbers

Stockport

Stockport Safeguarding Children Board: 0161 217 6028

Out of Hours: 0161 718 2118

Children's Social Care: MASSH (Multi Agency Safeguarding Support Hub) 0161 217 6028

Emergency out of hours: 0161 718 2118

Updated by Mrs H Khinda/Mrs J Smith/Mrs K Conway: September 2018



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