



Safeguarding Policy

Introduction

This policy is informed by guidance and legislation relating to safeguarding. This includes:

Inspecting Safeguarding in early years, education and skills settings (Ofsted, August 2015), Safeguarding children and safer recruitment in education (DfES2006), Lord Laming's recommendations in his report of 12 March 2009, Learning lessons, taking actions (Ofsted) and guidance published by the Independent Safeguarding Authority. It also takes into account Prevent Duty Guidance for England and Wales (HM Government 2015) and the Counter Terrorism and Security Act (March 2015) and School Staffing (England) Regulations (2009), Working together to safeguard children (March 2015)

Purposes of this policy

1. Preventing children being abused - Many of the serious case reviews noted lost opportunities for universal services to intervene and prevent abuse occurring. This most often involved schools and health services, but also involved other services. This includes physical, emotional or sexual harm or neglect.
2. Identifying signs and symptoms. This is closely linked to the level of understanding and awareness of staff in universal services. This was of particular note in cases of chronic neglect and child sexual abuse, where children were seen regularly, for example by school staff, who did not recognise the significance of what they were seeing.
3. Ensuring that the recording of incidents, issues and concerns over time are effective in prompt and thorough investigations and interventions. There were some good examples of schools keeping a record over time, but the significance of the information had not been recognised. In other cases school records were poor even when a child was subject to a formal monitoring process, such as those with a statement of special educational needs.
4. Guidance to school partners e.g. training providers, other schools, visitors.

Definition of safeguarding

The school adopt the definition used by Ofsted derived from The Children Act, 2004:

- protecting children and young people from maltreatment
- preventing impairment of children and young people's health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.

The school recognise that safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse

- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- security of school site

Guidelines

- Emphasis is placed on students' views about if they feel safe in school/college gathered from informal discussion and formal processes, e.g. questionnaires
- The responsibility for safeguarding extends beyond the school/college gates where students are engaged in school/college activities
- Safeguarding concerns the effectiveness of the school's work with services provided, commissioned or brokered by the Local Authority to promote the safety and health of all learners.
- The governing body is accountable for ensuring that the school has effective policies and procedures in place in accordance with the DfE guidance, and monitors the school's compliance with this.
- Senior and middle leaders are clear about their statutory requirements regarding safeguarding and the steps they are taking to develop good practice beyond the statutory minimum.
- Specified recruitment and vetting checks on intended new appointees, particularly identity and qualification checks, are carried out. There is a full, accurate and up to date single, central record of these checks.
- All staff understand that safeguarding is everybody's responsibility and know who to contact if they are concerned about a child or young person. They understand their responsibilities in order to achieve positive outcomes, keep children safe, and complement the support that other professionals may be providing. All staff undergo regular training in this regard.
- Students are aware of how they can keep themselves safe and what behaviour towards them is not acceptable. They recognise when pressure from others (including people they know) threatens their personal safety and well-being, and are helped to develop effective ways of resisting pressure, including knowing when and where to get help.

- The School monitors the provision for and outcomes of all students, including: off-site provision, work-based learning, extended services, students with a child protection plan, refugee and asylum seekers, looked after children and excluded students, attendance, exclusions and racist incidents.
- There is a designated person for child protection and a governor with specific responsibility for safeguarding (and for referring on any allegations against the Principal). They meet regularly to ensure appropriate actions have been taken and to bring accountability to the process.
- There is a child protection policy and procedural document.
- Allegations against staff are dealt with in accordance with NYCC guidance.
- The designated members of staff have undertaken training in inter-agency working to standards agreed by the Local Safeguarding Children Board (LSCB), and undertakes refresher training at two yearly intervals.
- All staff and other adults who work with students undertake appropriate and up-to-date training to equip them to carry out their responsibilities for child protection effectively, this is kept up to date by refresher training at three yearly intervals.
- There is a clear reporting system if a student, member of staff, parent or other person has concerns about the safety of children.
- Security arrangements for the grounds and buildings are adequate and reviewed annually.
- There are effective and prompt systems for referring safeguarding concerns about pupils to relevant agencies.
- Attendance is monitored and appropriate action taken as necessary, especially with regard to the most vulnerable.
- Close advisory links and collaboration are maintained with a large number of external agencies and professionals that support safeguarding. The following list is indicative rather than exclusive: Education psychologists: Primary Care Trust; Local Authority (Children’s Services); MENCAP; Child and Adolescent Mental Health Service (CAMHS), Children’s Social Care.
- Risk assessments are carried out whenever appropriate, in line with the relevant guidelines.

Policy Review dates

Review Date	Changes made (Y/N)	Responsibility	Approved by Governors
May 2011	Y	LP	07/07/2011
Sept 2012			
November 2012	Y	ATh	13/12/2012
November 2013	Y	LP	12/12/2013
September 2015	Y	BJO / MEW / ATH	28/09/2015
September 2017	Y remove reference to federation		31/03/2017
October 2018	Y	CDr / AWi / LBr	15/11/2018

Signed:..... (Chair of Governors)