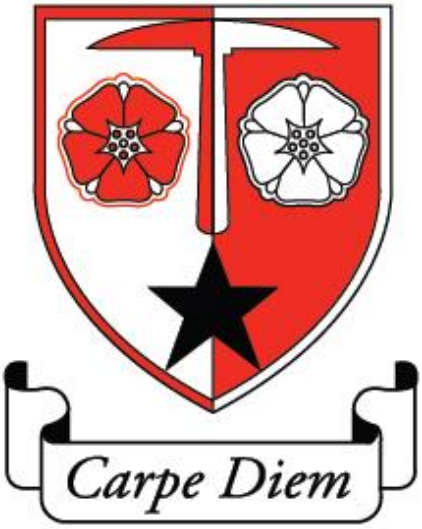
Audenshaw School



SAFEGUARDING POLICY

This policy is reviewed annually by the Personnel Committee

History of Document

Issue No	Author/Owner	Date Written	Approved by the Resource Committee	Received by Governors	Comments
Issue 1	Chris Ward	03/05/12	July 2012		
Issue 1.2	Jeanette Saw	11/03/13	19/04/13	20/04/13	
Issue 1.3	Jeanette Saw	13/11/13	13/11/13	13/11/13	Changed to named individuals
Issue 1.4	Jeanette Saw	02/12/13	02/12/13	02/12/13	Inclusion of Mission, Vision and Safeguarding Statement.
Issue 1.5	Jeanette Saw	17/06/14	17/06/14	17/06/14	Change to named individuals
Issue 1.6	Kelly Breakell	05/11/14	10/11/14	10/11/14	
Issue 1.7	Kelly Breakell	11/11/15	18/11/15	18/11/15	Minor amends
Issue 1.8	Kelly Breakell	05/09/16	26/10/16	26/10/16	Reflects KCSIE guidance amends
Issue 1.9	Kelly Breakell	21/11/17	22/11/17	22/11/17	Reviewed and no amendments required
Issue 2.	Kelly Breakell	19/09/2018	09/10/2018	09/10/2018	Reflects KCSIE guidance September 2018

OUR MISSION

The school aims to provide a quality education in a caring community based on an ethos of respect, discipline and a relentless pursuit of excellence in all that we do.

OUR VISION

Audenshaw School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of the school community will be valued and every success will be celebrated.

Audenshaw School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CONTENTS

		Page Numbers
1.	Purpose and Aim	4
2.	Introduction	5
3.	Early help	6
4.	Procedures	6
5.	Roles and Responsibilities	7
6.	Managing a Disclosure	8
7.	Confidentiality	9
8.	Record Keeping	9
9.	Supporting Children	9
10.	Supporting Staff	10
11.	Safer Recruitment and Selection of Staff	10
12.	Allegations against Employees	10
13.	Training and Support	10
14.	Confidential Reporting	10
15.	Complaints or Concerns Expressed by Students, Parents, Employees or Volunteers	11
16.	Prevention	11
17.	Physical Intervention	11
18.	Abuse of Trust	11
19.	Racist Incidents	12
20.	Bullying	12
21.	E-Safety	12
22.	Health and Safety	12
23.	Other Related Policies	12

1. PURPOSE AND AIM

For the purpose of this Policy, the "School" is defined as employees, governors, students and third parties such as contractors, agency workers and consultants acting on behalf of the organisation.

Audenshaw School's Safeguarding Policy aims to provide clear direction to employees and others about expected codes of behaviour in dealing with safeguarding issues. The policy also aims to make explicit the School's commitment to the development of good practice and sound procedures. The purpose of this Policy is, therefore, to ensure that safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child's wellbeing.

Audenshaw School recognises that Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSIE September 2018)

Our Ethos

We believe that at Audenshaw School we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to.

We recognise that all adults within our School, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.

We will work with parents to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Scope

In line with the Law, this Policy defines a child as anyone under the age of 18 years.

This Policy applies to all members of staff in our setting, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

Definition

For the purpose of this Policy, Audenshaw School will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development

- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Legal Framework.

This Policy will have consideration for, and be in compliance with the following legislation and statutory guidance:

Legislation:

Children Act 1989
Children Act 2004
Education Act 2002
Education(Health Standards)(England) Regulations 2003
Safeguarding Vulnerable Groups Act 2006
School Staffing(England)Reglations2009, as amended
Equality Act 2010
Protection of Freedoms Act 2012
The Education (School Teachers 'Appraisal) (England) Regulations 2012(as amended)
The Children and Families Act 2014
The Sexual Offences Act 2003

Statutory Guidance.

DfE (2015) Working Together to Safeguard Children
DfE (2018) Keeping Children Safe in Education
DfE (2015) What to do if you are worried about a child being abused
DfE (2015) Information sharing advice for safeguarding practitioners
DfE (2015) Disqualification under the Childcare Act 2006
DfE (2015) "The Prevent duty": Departmental advice for schools and childcare providers

Local Guidance.

Children's Needs Framework
Thresholds for Assessment and the Continuum of Need

2. INTRODUCTION

Audenshaw School fully recognises the contribution it can make to safeguarding the children and support the students in its care. There are three main elements to Audenshaw School's Safeguarding Policy:

- prevention (positive School atmosphere, careful and vigilant teaching, pastoral care, support to students, providing good adult role models)

- protection (following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)

- support (to students who may have been abused).

3. EARLY HELP

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
If early help is appropriate the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving

4. PROCEDURES

The School will follow the procedures set out by the Tameside Safeguarding Children Board (TSCB) and take account of guidance issued by the Department for Education (DfE).

The School will:

- ensure it has a Designated Person (see section 4) who is part of the Senior Leadership Team and will undertake regular, appropriate training for the role;
- ensure it has a member of staff who will act in the absence of the Designated Person;
- ensure it has a nominated Governor responsible for safeguarding children;
- ensure all staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- ensure all employees understand their responsibilities in being alert to the signs of abuse;
- ensure all staff are aware of the protocols to follow if they have concerns for a child;
- ensure all staff are aware of whistle blowing channels if they feel they cannot raise a concern in school;
- ensure that where a child is at immediate risk a referral is made to social care and the police;
- ensure that any incidences of FGM are reported to the police, in accordance with section 74 of the serious crimes act 2015.

- ensure that parents/carers have an understanding of the responsibility placed on the School and employees for child protection by setting out its obligations in the school prospectus;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at strategy meetings (Early help), initial case conferences, core group and child in need review meetings;
- ensure that the duty of care towards its students and employees is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist employees to monitor their own standards and practice.
- be aware of and follow procedures set out by the TSCB where an allegation is made against an employee.
- ensure safer recruitment practices are always followed.

These procedures will be reviewed annually and updated in accordance with current legislation.

5. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect children. Within Audenshaw School the following individuals have special responsibilities:

Miss Kelly Breakell (Designated Person)

Mr Jimmy Watt (Nominated Deputy)

Mr Brian Miller (Designated Governor)

Mr Terry Hall (Deputy Designated Governor)

The Designated Person will co-ordinate action on safeguarding and promoting the welfare of children within the School ensuring that all employees, volunteers and visitors to the School know who the Designated Person is and who acts in their absence, that they are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns.

The Designated Person will co-ordinate all matters relating to safeguarding issues. These will include:

- dealing with reports of abuse against children;
- dealing with complaints against employees and volunteers;
- making referrals, if appropriate; Refer all cases of suspected abuse to Tameside Public Service Hub and to the police if a crime may have been committed.
- taking part in Early Help process
- keeping the Headteacher fully informed of all safeguarding issues that may arise; especially ongoing enquiries under Section 47 of the Children Act 1989.
- ensuring that they and the Nominated Deputy receive training in safeguarding every 2 years;
- ensuring all staff/Governors receive regular training and updates though CPD, INSET, briefings and email.
- ensuring that all new employees are properly inducted in safeguarding issues;
- liaise with the Governor with special responsibility for safeguarding as appropriate;
- report to Governors on a termly basis.
- liaise with agencies providing early help services and co-ordinate referrals from the Educational establishment to targeted early help services for children in

need of support. Monitor any cases referred to early help and consider referral to children's' services where the situation does not improve.
- refer cases to the Channel programme where there is a radicalisation concern as required.

The Designated Person will Undertake appropriate training, **updated every two years,** and update knowledge and skills at least annually in order to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
- be aware of responsibilities under the Prevent Duty.
- understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Continuum of Need guidance and tools and the early help planning processes.
- have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.
- be knowledgeable of the specific needs of children in need(as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.

Mr Brian Miller (Governor with special responsibility for safeguarding) will liaise with the Designated Person on matters relating to safeguarding issues and participate in the annual review of this Policy.

The Headteacher will ensure that the Safeguarding Policy along with the Child Protection Policy are fully implemented and followed by all employees and that sufficient resources are allocated to enable the Designated Person and other employees to discharge their responsibilities with regard to safeguarding.

6. MANAGING A DISCLOSURE

All employees in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with students. If a child discloses directly to an employee, the following procedure will be followed:

- listen carefully to what is said.

- at some point in the disclosure ensure that you inform the child that you cannot offer absolute confidentiality or protection. Do not make promises that you may not be able to keep.

- ask only open questions such as:

  How did that happen?
  What was happening at the time?
  What other facts would you like to share with me?

- do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse e.g. Did your Dad hit you?

- do not force the child to repeat what he/she said in front of another person

Following a disclosure, the employee should raise a concern using the secure MyConcern system. This will immediately alert the DSL and Deputy DSL for triage.

7. CONFIDENTIALITY

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Audenshaw School recognises that the only purpose of confidentiality in this respect is to benefit the child. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children

8. RECORD KEEPING

Well-kept records are essential to good safeguarding practice. Audenshaw School is clear about the need to record any concerns held about a child or children in its care.

Any employee receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible, writing down exactly what was said, using the child's/young person's own words as far as possible. All notes should be timed, dated and signed, with the employee's name printed alongside the signature.

All records of a child protection nature should be passed to the Designated Person and logged on MyConcern in a timely manner.

9. SUPPORTING CHILDREN

Audenshaw School recognises that children who are abused or who witness violence may find it difficult to develop a sense of worth or view the world in a positive way. The School may be the only stable, secure and predictable element in the lives of some of the children under its care. When at School their behaviour may be challenging and defiant or they may be withdrawn. The School will endeavour to support the student through:

- ensuring the content of the curriculum includes social and emotional aspects of learning.
- ensuring a comprehensive curriculum response to E-Safety, enabling children and parents to learn about the risks of new technologies and social media and how to use these responsibly.
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- providing pupils with a number of appropriate adults to approach if they are in difficulties.
- supporting the child's development in ways that will foster security, confidence and independence.
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.
- ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability based bullying are considered under child protection procedures.
- liaising and working together with other support services and those agencies involved in safeguarding.
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.

- ensuring all staff understands the additional safeguarding issues of children with special educational needs and disabilities and how to address them.
- monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.

10. SUPPORTING STAFF

The School recognises that employees who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the solution stressful and upsetting. They will be supported by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

11. SAFER RECRUITMENT AND SELECTION OF STAFF

The School has a written Safer Recruitment Policy linking explicitly to this Policy. A safeguarding statement is included in all job advertisements, publicity material, recruitment websites and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the School's measures to safeguard children and to deter, reject or identify people who might abuse children or are otherwise unsuited to work with them.

When employees join the School they will be informed of the safeguarding arrangements in place. They will be given a copy of this Policy.

The induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child.

All volunteers and regular visitors to the School will be informed where this Policy is kept and given the name of the Designated Person.

12. ALLEGATIONS AGAINST EMPLOYEES

A safeguarding allegation involving an employee must be reported to the Headteacher immediately. The Headteacher will discuss the allegation with the Designated Person. If the allegation involves the Headteacher then the Chair of Governors should be informed. And the Designated Safeguarding Lead should report this to the Local Authority Designated Officer (LADO) who will determine what action follows. The school will report allegations to the LADO within one working day. A multi-agency strategy meeting may be arranged to look at the allegation in its widest context, the Headteacher or Designated Person must attend this meeting.

13. TRAINING AND SUPPORT

The Headteacher, Designated Person, Nominated Deputy and Governor with special responsibility for safeguarding and the Deputy Governor receive training relevant to their role. The School will also ensure that all its employees are kept informed about safeguarding issues through a programme of staff inset.

14. CONFIDENTIAL REPORTING

Audenshaw School's Confidential Reporting Policy provides guidance to employees on how to raise concerns and receive appropriate feedback on action taken.

15. COMPLAINTS OR CONCERNS EXPRESSED BY STUDENTS, PARENTS, EMPLOYEES OR VOLUNTEERS

Audenshaw School recognises that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

The School will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the School will take but also the length of time that will be required to resolve the complaint. The School will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

16. PREVENTION

The School recognises that it plays a significant part in the prevention of harm to its students by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The School will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to;
- ensure children know that there are adults in the School whom they can approach if they are worried or in difficulty;
- include in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse.

17. PHYSICAL INTERVENTION

Audenshaw School's procedures on positive handling is set out in a separate policy and acknowledges that employees only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

The School understands that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures.

18. ABUSE OF TRUST

Audenshaw School recognises that as adults working the School are in a relationship of trust with the students in its care and acknowledge that it is a criminal offence to abuse that trust.

The School acknowledges that the principle of equality embedded in the legislation of Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

The School recognises that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. Audenshaw School will also consider over the age of 18 covered by this trust arrangement.

19. RACIST INCIDENTS

Audenshaw School's policy on racist incidents is set out in a separate policy (section 6 of the Behaviour Policy incorporating antibullying and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures.

20. BULLYING

The School's Behaviour Policy incorporating Anti Bullying acknowledges that to allow or condone bullying may lead to consideration under safeguarding children procedures.

21. E-SAFETY

The School's Acceptable Use Policy recognises that internet safety is a whole school responsibility.

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

The School recognises its responsibility to educate students, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. As schools increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the school has ensured that there are appropriate filters and appropriate monitoring systems are in place. Furthermore, online safety is embedded into the school curriculum and in to the school assembly programme.

22. HEALTH AND SAFETY

The School's Health & Safety Policy reflects the consideration given to the safeguarding of children both within the School environment and when away from the School when undertaking School trips and visits.

23. OTHER RELATED POLICIES

The Board of Governors legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This Policy therefore complements and supports a range of other policies including:

- Safer Recruitment Policy
- Child Protection Policy
- Behaviour Policy incorporating Anti Bullying
- Acceptable Use Policy

All policies can be found on the staff shared area under the policies folder.