

## Skipton Girls' High School

# Safeguarding Policy

### Named personnel with designated responsibility for Child Protection

| Academic Year | Designated Senior Leader     | Deputy Designated Senior Leader | Nominated Safeguarding Governor | Chair of Governors |
|---------------|------------------------------|---------------------------------|---------------------------------|--------------------|
| 2018 - 2019   | Fiona McMillan<br>Jenn Plews | Jane Marchesi                   | Andrea Priest                   | Howard Cutler      |

## Introduction

We believe that Safeguarding and promoting the welfare of children is everyone's responsibility.

- 1.1 The governors and staff of Skipton Girls' High School fully recognise the contribution it makes to safeguarding children. **Our aim is to create a culture of vigilance at all times.** We recognise that **all staff**, including volunteers, have a full and active part to play in protecting our students from harm and **will always work in the best interests of the child.**
- 1.2 All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, spiritual, cultural and moral development of the individual child.
- 1.3 The policy has been developed in accordance with the principles established by the Children's Act 1989 and 2004; the Education Act 2002 and in line with the following government publications:
  1. **Keeping Children Safe in Education' (updated May 2018)**
  2. **Working Together to Safeguard Children' (updated September 2016),**
  3. **Safeguarding Disabled Children (2009)**
  4. **Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (updated March 2015)**
  5. **Children Missing Education: Statutory guidance for Local Authorities (Sept 2016)**

The aims of this policy are:

1.4.1 To support the child's development in ways that will foster security, confidence and independence.

1.4.2 To raise the awareness of both Teachers and Associate staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

1.4.3 To provide a systematic means of monitoring children known or thought to be at risk of harm.

1.4.4 To emphasise the need for robust levels of communication between all members of staff.

1.4.5 To develop a structured procedure within the school, this will be followed by all members of the school community in cases of suspected abuse.

1.4.6 To ensure that the school contributes to inter-agency working in line with statutory guidance 'Working together to Safeguard Children' September 2018. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection procedures and plans. The school will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

1.4.7 To ensure that all adults within our school who have access to children have been rigorously checked as to their suitability. An Enhanced DBS will be carried out for all staff working at the school and in-line with our Trust Policy.

1.4.8 To raise awareness of safeguarding among our students and to teach them about safeguarding, including online and develop the skills needed to keep themselves safe and free from harm.

1.5 This policy should be read in conjunction with the following policies or procedures:

- Anti-bullying procedures
- Behaviour for Learning Policy
- The Single Equality scheme
- Health and safety policies and procedures

## **2. Procedures**

2.1 Our school procedures for safeguarding children will be in line with Local Authority and Local Safeguarding Children Board practices and procedures.

We will ensure that:

2.1.1 We have designated members of staff who undertake regular training. Currently Fiona McMillan (Acting Deputy Headteacher) is the Lead Designated Senior Leader /Child Protection

Officer, and Jenn Plews (Headteacher) will deputise. In addition, our Student Progress Team are trained to support the Designated Senior Leader. All aforementioned staff have current and up-to-date statutory Safeguarding training.

2.1.2 We have a nominated **governor responsible for Child Protection**, currently **Andrea Priest**.

2.1.3 We ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Designated Senior Leader responsible for child protection and their role.

2.1.4 All members of staff develop their understanding of the signs and indicators of abuse and neglect. *Abuse as defined in DFE Guidance as '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 (e.g. via the internet). They may be abused by an adult or adults or another child or children'.*

2.1.5 All members of staff know how to respond to a student who discloses abuse.

2.1.6 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

2.1.7 As part of a balanced and broad curriculum, the school ensures students are aware of safeguarding procedures.

2.2 Our procedures will be regularly reviewed and up-dated.

2.3 All new members of staff will be given a copy of our child protection procedures as part of their induction into the school. We ensure that all new staff are inducted into our Child Protection procedures when they join the school be it in September or at any other point in the academic year. The guidance contains the procedure for reporting suspected (or disclosed) child abuse and the procedure for managing allegations against staff / volunteers.

### **3. Responsibilities of the Designated Senior Leader**

3.1 The Designated Senior Leaders/people are responsible for:

3.1.1 The co-ordination of child protection procedures within the school and for liaison with social services and other agencies

3.1.2 Referring all cases of suspected abuse to the local authority children's social care and

a. to the **LADO (Local Authority Designated Officer)** for child protection concerns (all cases which concern a staff member);

b. Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child);

c. To the CHANNEL programme where there is a radicalisation concern and to support staff who make referrals to CHANNEL

d. and/or to the Police

3.1.3 Adhering to the Local Safeguarding Children Board, Local Authority, North Yorkshire, Bradford or Lancashire Safeguarding Boards, and school's procedures with regard to referring a child if there are concerns about possible abuse

3.1.4 Keeping written records of concerns about a child even if there is no need to make an immediate referral

3.1.5 Ensuring that all such records are kept confidentially and securely and are separate from student records

3.1.6 Ensuring that an indication of further record-keeping is marked on the student records

3.1.7 Ensuring that any student currently subject to a child protection plan, who is absent without explanation for two days, is immediately referred to Children's Social Services

3.1.8 Together with the Headteacher, ensuring that when a child who is subject to a child protection plan leaves the school, their information is transferred to the new school immediately and the child's Social Worker is informed.

3.1.9 Ensure that if staff are aware of a 'private fostering' arrangement, where a child under the age of 16 (or 18 disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise with the Designated Senior Leader who will notify the Local Authority of the circumstances.

3.1.10 Receiving appropriate training every two years

3.1.11 Providing advice and support to other staff on child welfare and child protection matters, taking part in strategy discussions and inter-agency meetings – and / or support other staff to do so – and to contribute to the assessment of children.

3.1.12 Raising awareness by:

- Ensuring the school's safeguarding policy and safeguarding procedures are reviewed at least annually;
- Ensuring the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Providing new and existing staff with up to date relevant training on the latest policies and on safeguarding in general.

## **3.2 The governors:**

3.2.1 Have a statutory duty to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

3.2.2 They provide (via the Headteacher) the safeguarding information where requested by the Local Authority

3.2.3 Where necessary, remedy deficiencies in the school's safeguarding systems without delay.

3.2.4 They review and amend the safeguarding policies and procedures regularly and when necessary.

3.3 The **Chair of Governors** is responsible for liaising with the Local Area Designated Officer (LADO) and partner agencies on issues of child protection and in the event of an allegation of abuse being made against the Headteacher.

3.4 **The Headteacher** is responsible for making decisions regarding safeguarding with the Designated Senior Person, particularly with regard to making referrals to social services and to ensure the transfer of information when a child subject to a child protection plan leaves the school.

3.5 **All members of staff** have a duty to report his or her concerns, **in person**, as soon as possible, to the Designated Senior Leader for Child Protection, or, in her absence, to the other designated safeguarding Leaders as set out in 2.1.1.

**All verbal conversations must be promptly recorded in writing and given in person to the Designated Senior Leader – all disclosures pertaining to Child Protection must not be emailed as a means of communication.**

3.5.1 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.

In the first instance, this would usually be made through the designated person. However, if the situation warrants an immediate referral, for example, if out of hours, or the designated person (or persons) is unavailable, then a referral should be made to:

**Safeguarding and CP Managers/LADOs across the Local Authorities that our students live in, as follows:**

**Craven, Harrogate & Selby:**

Duty LADO : 01609 532477

Susan Crawford 01609 532152/07813 005161

Child Protection advice is also available from Children's Social Care and North Yorkshire Police

**Bradford:**

Bradford Children's Social Care. In an emergency situation, contact a social worker directly:

In office hours, either: Children's Social Care Initial Contact Point 01274 437500

or: Social Services Emergency Duty Team Tel: 01274 431010

## Lancashire

Local Authority Designated Officer Tim Booth: 01772 536694. Out of office hours 0845 0530009 Email: Tim.booth@lancashire.gov.uk

Concerns about a child should be reported on 0300 123 6720 or out of hours 0300 123 6722 (8pm - 8am)

### 4. Supporting Children

**We expect all Skipton Girls' High School staff to read the following documents:**

- Keeping Children Safe in education (DFE Sept 2016) Part One
- Northern Star Academies Trust (NSAT) Code of Conduct
- SGHS Safeguarding Policy
- What to do if you're worried a child is being abused (DFE March 2015)

4.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.2.1 We are fully prepared to identify children who may benefit from **early help**. Early help means we will provide support as soon as a problem emerges at any point in a child's life. In the first instance we will discuss early help requirements as a Safeguarding Team and will fully support other agencies and professionals in an early help assessment.

4.3. We recognise that children with Special Educational Needs and disabilities can face additional safeguarding challenges.

4.4. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.5. Our school will support all students through:

4.5.1 The content of the curriculum

4.5.2 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying

4.5.3 Promoting a caring, safe and positive environment within the school.

4.5.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children

4.5.5 Notifying Social Services as soon as there is a significant concern.

4.5.6 Providing continuing support to a student about whom there have been concerns.

## **5. Attendance**

5.1 The designated teacher would investigate and refer to the relevant agency, any of the following attendance issues:

- Regular, repeated absence;
- Absence of a child on the Child Protection register or a Child Looked After (CLA);
- Absence at the end of a holiday period;

5.2 The Student Services Admissions team inform the designated teacher of students leaving the school. The designated teacher seeks confirmation of the student's destination. Any concerns are referred immediately to the relevant agency.

## **6. Confidentiality**

6.1 All information is managed in line with Information Sharing Guidance and Practice (2015)

6.2 We recognise that all matters relating to Child Protection are confidential.

6.3 The Headteacher or Designated Teacher will disclose any information about a student to other members of staff on a need to know basis only.

6.4 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.5 All staff must be aware that they cannot promise a child to keep secrets.

6.6 All records must be kept securely, separate from the main Student File, and in locked locations.

## **7. Training and Support**

7.1 All staff members will receive appropriate, regularly updated child protection awareness training to equip them to carry out their responsibilities for child protection effectively in line with advice from the Local Safeguarding Children Board.

7.2 The school will ensure that the Designated Child Protection Person/Teacher has had at least Level 2 Child Protection Training and attends refresher or other Local Safeguarding Children Board recognised training at two yearly intervals to keep knowledge and skills up to date.

7.3 The Designated Teacher will provide training and advice to all new members of staff on the school's safeguarding arrangements as part of their induction.

7.4 Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities.

## **8. Supporting Staff**

8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

8.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

## **9. Safer Recruitment**

9.1 The school carries out specified recruitment and vetting checks on intended new appointees, particularly identity and teaching and other qualification checks, and for relevant staff and other adults working in school, Disclosure and Barring Service (DBS) checks and right to work in England checks.

9.2 The governing body is responsible for ensuring that safe recruitment checks are carried out in line with statutory requirements, currently set out in the Department for Education's Safeguarding Children and Safer Recruitment in Education guidance document.

9.3 The school obtains written assurances that appropriate child protection checks and procedures apply to any staff employed by another organisation who work with the School's students at any time.

9.4 Every school interviewing panel will always include someone who has both attended Safer Recruitment training and been awarded a certificate of proficiency at it. This person will ensure safeguarding is covered during the interview.

9.5 The school does not employ an individual who have been barred from working with children.

9.6 In accordance with the school's 'Procedure for dealing with allegations of abuse against adults working with student', the school refers to the Panel for Professional Conduct of the National College for Teaching and Leadership and the Disclosure and Barring Service, details of anyone who is permanently removed from working or volunteering in school (or who leaves while under investigation) for allegedly causing harm or posing a risk of harm.

9.7 The school maintains records of the recruitment checks in a single central record (SCR). The school's SCR shows the nature of the checks made, the date on which they were made and the identity (for example, function or job title) of those making the checks or entering the details in the record.

## **10. Allegations against staff, volunteers or other adults working with children**

10.1 We understand that a student may make an allegation against a member of staff or other adults working with children.



10.2 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

10.3 The Headteacher on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer for Managing Allegations Against Adults Working with Children).

10.4 If the allegation made to a member of staff concerns the Headteacher, that member of staff will immediately inform **Mr Howard Cutler: Chair of Governors** who will consult with the LADO.

10.5 The school will manage allegations against staff and other adults working with children in accordance with the school's agreed procedures for Managing Allegations of Abuse Against Adults Working with students and as set out in the Local Safeguarding Children Board's LADO procedures. Both these documents are available in school.

10.6 If a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, this will be referred to the Disclosure and Barring service.

## **11. Allegations against other children**

11.1 The school recognises that allegations can be made against other children and in those circumstances, the school will follow the same procedures set out in the school's safeguarding manual.

## **12. Whistle blowing**

12.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

12.2 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. **NSPCC Whistleblowing Advice Line: 0800 028 0285**

12.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

## **13. Prevention**

13.1 We recognise that the school plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2 The school community will therefore:

13.2.1 Maintain an attitude of 'it could happen here' where safeguarding is concerned.

13.2.2 When concerned about the welfare of a child, staff members will always act in the interests of the child.

13.2.3 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

13.2.4 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty

13.2.5 Include in the curriculum opportunities for PSHE in the curriculum which will equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## **14. The PREVENT Duty**

The school is fully aware that the UK faces a severe and continuing threat from international terrorism.

The school understands that CONTEST is the counter terrorism strategy organised around four work streams PURSUE, PROTECT, PREPARE and PREVENT. The focus of PREVENT is on the threat posed by international terrorism and those in the UK who are inspired by it.

The school understands that it has a role in addressing the three key objectives of PREVENT *Ideology* (challenging the ideology that supports terrorism and those who promote it) *Individuals* (protecting people from being drawn into terrorism and ensuring that they are given appropriate advice and support) *Institutions* (supporting sectors and institutions where there are risks of radicalisation)

We will ensure that staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to raise awareness of Prevent) training, which will be refreshed every three years, for all staff who work with students.

The school also recognises that it is our duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools' aim to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is a 'set of ideas which could justify vilification or violence against individuals, groups or self'. Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them

for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

## **15. Vulnerability to Child Sexual Exploitation**

The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of honour' -based violence, physical and emotional abuse and neglect).
- Recent bereavement or loss.
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only).
- Attending school with young people who are sexually exploited.
- Learning disabilities.
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families.
- Friends with young people who are sexually exploited.
- Homeless.
- Lacking friends from the same age group.
- Living in a gang neighbourhood.
- Living in residential care.
- Living in hostel, bed and breakfast accommodation or a foyer.
- Low self -esteem or self -confidence.
- Young carer.

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Missing from home or care.
- Physical injuries.
- Drug or alcohol misuse.
- Involvement in offending.
- Repeat sexually -transmitted infections, pregnancy and terminations.
- Absent from school.
- Change in physical appearance.
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites.
- Estranged from their family.
- Receipt of gifts from unknown sources.
- Recruiting others into exploitative situations.
- Poor mental health.
- Self -harm.
- Thoughts of or attempts at suicide.

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. School staff should immediately start an

investigation to determine the risk, along with preventative and protective action as required. However, it is important to note that children without pre-existing vulnerabilities can still be sexually exploited. Therefore, any child showing risk indicators in the second list, but none of the vulnerabilities in the first, should also be considered as a potential victim, with appropriate assessment and action put in place as required.

## **16. Vulnerability to Female Genital Mutilation**

Female Genital Mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Most girls are aged 5 to 8, but FGM can happen at any age before getting married or having a baby. Some girls are babies when FGM is carried out. Girls living in communities that practise FGM are most at risk. FGM is practiced in 27 countries in Africa and also in Yemen, it is also practiced in other countries in the Middle East and in Asia.

In the UK, the Home Office has identified girls from the Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities as most risk of FGM.

FGM can happen anywhere in the UK. However there are large populations of practising communities in: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough, Milton Keynes

When a person is in a regulated profession (i.e. a teacher) and in their course of their work they believe that an act of FGM appears to have been carried out on a girl who is aged under 18 years, they must notify the police as soon as possible.

## **17. Vulnerability to Honour Based Violence (HBV) and Forced Marriage (FM)**

The school understands that Honour Based Violence (HBV) and Forced Marriage (FM) does not and should not stand alone. It is inexorably linked with domestic abuse and is part of the wider Government strategy to reduce violence against Women and Girls (VAWG).

## **18. Peer abuse and youth Produced Sexual Imagery**

The school recognises that children are capable of abusing their peers, that this can manifest itself in many ways and may reflect gender issues. Where there are concerns or allegations of peer abuse, the procedures and guidance of this policy will be followed, in the same way as if the matter was in respect of abuse by an adult. Concerns or allegations of all forms of peer abuse must be reported to the DSL. Where the concerns are of a sexual

nature the DSL will have regard to the NYSCB guidance 'Children and Young people who display Sexualised Behaviour'.

Where there are concerns or allegations of youth generated sexual imagery (sexting) these must be reported to the DSL. The DSL will make referrals to police and children's social care where appropriate.

The school will make every effort to minimise the risk of peer abuse by teaching students, in an age appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment; tolerance; boundaries; consent; how to manage conflict; and how to recognise unhealthy relationships.

## **19. Health & Safety**

19.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

## **20. Embedding Student Safeguarding Awareness in Curriculum**

20.1 This is carried out through:

- Informal conversation;
- Vertical Tutor lessons and discussions;
- Themes in weekly Gatherings;
- Briefings for outings, trips and tours;
- The implementing of our e-Safety Policy regarding IT usage and by advice on safe ICT usage;
- Encouraging students to speak out if there is something worrying them, or if they are aware of, or witness something unacceptable, untoward or disturbing;
- Ensuring students know what to do if there is someone in the School who is unaccompanied or is not wearing the appropriate lanyard;

## **21. Application and Review of the Policy**

21.1 The policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff within our school.

21.2 We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new students as well as regular parent-teacher meetings.

21.3 Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.

21.4 Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

Author: Mrs J Plews (Executive Headteacher), Mrs F McMillan (Acting Deputy Headteacher)

This policy will be reviewed and updated on a regular basis in line with government legislation and at least on a yearly basis.

Publication date: October 2018

Next Reviewed: **October 2019**