



CHILD PROTECTION & SAFEGUARDING POLICY

Version: OCTOBER 2016

Rationale

The Herefordshire Pupil Referral Service (HPRS) recognises our responsibility to safeguard and promote the welfare of all pupils. All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. **Safeguarding is everyone's responsibility.**

Aims

- To provide a safe, healthy learning environment that allows all students to develop to their full potential.
- To ensure students know they can report concerns affecting their welfare and safety and know that their concerns are listened to seriously.
- To ensure our pupils know who the adults are in school that they can approach if they are worried or in difficulty or concerned about one of their peers.
- To ensure we equip students with the skills to keep themselves safe.
- To identify concerns about a child's welfare, and to initiate or take appropriate action to keep them safe.
- To promote partnership working with parents/carers and other agencies.
- To ensure safe recruiting practices are followed to check the suitability of staff and volunteers who work with our students.
- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To provide training to ensure all staff know that they have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse and for staff to be aware of HPRS safeguarding procedures.
- To ensure all staff are equipped to deal with safeguarding concerns and attend regular safeguarding training.
- To ensure that fundamental British values are promoted and extremist views are challenged and pupils are kept safe from the risk of radicalisation.

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will monitor, evaluate and review the impact of this policy.

This policy has been developed in accordance with the principles established by the Children Act 1989, the Education Act 2002, and the Children Act 2004, together with statutory guidance:

- Keeping Children Safe in Education, March 2016
- Working Together to Safeguard Children, March 2015
- The Prevent and Channel Duty, June 2015
- Counter-Terrorism and Security Act (2015)
- DCSF guidance Safeguarding Children and Safer Recruitment in Education (2007)
- HPRS follow Herefordshire Safeguarding Children Board (HSCB) advice and procedures.

The definition of safeguarding can be summarised as

- Protecting children from maltreatment, physical, emotional and sexual abuse;
- Preventing impairment of children's health or development;
- Ensuring that 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.

We recognise that because of the day to day contact with children, HPRS staff are well placed to observe the outward signs of abuse. We, therefore, work hard to:

- Establish and maintain an environment in which children and parents feel secure, are encouraged to talk, and are listened to;
- Ensure that children know there are adults whom they can approach if they are worried;
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse, bullying, discrimination or exploitation;
- Ensure that all staff are aware of the need to maintain appropriate and professional boundaries in their relationships with students and parents.

Responsibilities

We recognise that child protection is the responsibility of all staff working within the HPRS. We will ensure that all parents are aware of our child protection and safeguarding policy through initial meetings with parents/carers of new students, through regular communication with all parents/ carers and on our website.

Within the HPRS there are designated members of staff with responsibility for child protection and safeguarding as follows:

The Aconbury Centre:

- Designated Member of Staff for Child Protection and Safeguarding: **MARIA DIXON**
- Deputy Designated Member of Staff for Child Protection and Safeguarding: **MATTHEW WARLEY**

St. David's Centre:

- Designated Member of Staff for Child Protection and Safeguarding : **PAUL BARNES**
- Deputy Designated Member of Staff for Child Protection and Safeguarding: **SAM MORRIS**

Hospital and Home Teaching Team:

- Designated Member of Staff for Child Protection and Safeguarding: **KIMBERLY HARLEY**
- Deputy Designated Member of Staff for Child Protection and Safeguarding : **GILL TERNOUTH**

Management Committee:

- Member of the Management Committee responsible for Child Protection and Safeguarding: **ALEX DAVIES**

Management responsibilities

The HPRS Management Committee will ensure that:

- There is a regularly updated child protection and safeguarding policy and safeguarding procedures are in place;
- Safe recruitment procedures are in place and that all appropriate checks are carried out;
- All staff undertake appropriate child protection training.
- There is a member of the Committee who will take lead responsibility for the organisation's child protection and safeguarding arrangements.

Responsibilities of the HPRS senior leaders:

The HPRS Senior Leaders will ensure that:

- Policies and procedures are fully implemented and followed by all staff members.
- Sufficient time and resources are allocated to enable the designated members of staff responsible for child protection to carry out their responsibilities, including taking part in interagency meetings.
- The designated safeguarding lead has updated child protection training every two years.
- All staff are made aware that they have an individual responsibility for referring child protection concerns promptly and by following procedures.
- Ensure that all staff have child protection included in their induction, access to updated safeguarding training and are able to report and recognise safeguarding concerns.
- Relevant staff attend and contribute to child protection conferences and core group meetings and provide reports as required.
- There is regular inter-agency liaison.
- Appropriate filters and monitoring systems are in place to protect learners from harmful online material.

Responsibilities of the Designated Safeguarding Lead:

- Has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff and is a member of the Senior Leadership Team;
- Refers cases of suspected abuse or allegations to Social Care and liaison with other agencies where appropriate;
- Acts as a source of support, advice and expertise for staff within the HPRS;
- Ensures all staff have access to and understand the HPRS child protection policy;
- Updates the HPRS child protection and safeguarding policy annually.

Responsibilities of the Deputy Designated Safeguarding Lead:

- Is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long term absence of the DSL, the deputy will assume all of the functions above.

Staff responsibilities:

It is the responsibility of every member of staff to refer any concerns about a pupil's safety and welfare to the DSL or the DDSL. Recognising child abuse is not easy, and it is not staff's responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. Staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. All staff have a responsibility to act in the interests of the child if they have a concern about a child's welfare or safety.

WHAT TO DO IF A CHILD MAKES A DISCLOSURE:

- When a child chooses to disclose information no member of staff should ever give undertakings of confidentiality.
- It should be explained to the child how the information will be used and who will be told.
- The child should be reassured that their safety is paramount.
- Staff should not ask leading questions. The chief task at this stage is to:
 - **LISTEN** without interruption.
 - **RECORD** what the pupil is saying exactly, using their own words with the date and time.
 - **REPORT** the information in the first instance to the Designated member of Staff for Child Protection and Safeguarding or their Deputy.

- Staff should be aware that the way in which they talk to a child could have an effect on the evidence that is put forward if there are subsequent criminal proceedings.
- Avoid asking leading questions or attempting to investigate the allegations of suspected abuse.

PROCEDURE FOLLOWING A DISCLOSURE OF SUSPECTED ABUSE

Or IF YOU HAVE CONCERNS ABOUT A CHILD'S WELFARE:

Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred MUST report it immediately to the DSL or the ASL. In their absence the matter should be brought to the attention of the Head Teacher or the most senior member of staff in school. This should be followed with a written record within 24 hours, using as far as possible the pupil's own words.

Teachers MUST personally report to the police a disclosure that FGM has been carried out, after informing the DSL.

- The Designated Member of Staff for Child Protection and Safeguarding will contact the relevant investigating agency as soon as possible and outline concerns.
 - A telephone referral will be confirmed by a referral form available from the Herefordshire Safeguarding Children's Board website: <http://hscb.herefordshire.gov.uk/>
 - Where there is concern about a pupil as opposed to an immediate danger, risk of harm, we will liaise with a member of the Safeguarding Team. Advice can be obtained from:
 1. **Education Safeguarding Officer on 01432-260866**
 2. **MASH (Multi-Agency Safeguarding Hub) on 01432-260800**
 - We will inform parents/carers of our actions unless it is our view that so doing could place a child at greater risk of harm.
 - In cases of intra family abuse, parents should not be notified of the action that is being taken. Staff should not discuss the disclosure with them until advised to do so by Social Care. This ensures that Social Care or Police enquiries are not jeopardised.
 - In cases of peer to peer abuse concerns will be reported to the DSL or ASL. **Concerns may range from harassment or humiliation in person or online to sexual or physical abuse. All instances will be investigated and dealt with.**
- Staff should note that anybody can refer their concerns to children's social care directly
 - If there is any suspicion that a pupil is at risk of radicalisation, advice can be obtained from:
 - **Prevent Strategy Council Contact via ct1@herefordshire.gov.uk**
 - Neville Meredith, the Prevent Co-ordinator for Herefordshire Council
 - Telephone: 01432 383628
 - Email: nmeredith@herefordshire.gov.uk
 - **DfES helpline 02073-407264**

Early Help

It is our duty to identify pupils/families that would benefit from further support at the earliest stage possible. All staff must share information with the DSL or ASL however small. It can identify an emerging trend that may lead to a safeguarding issue.

- Listen and share information at Safeguarding meetings.
- Signpost to relevant information or courses.
- Refer to appropriate agencies (Family support worker/counselling/carers association etc.)
- Refer to Families First (Herefordshire's programme for early help for families).
- Refer to the Safeguarding Team through the use of a Common Assessment Framework Form (CAF).

Children with special educational needs and disabilities

There can be additional barriers to recognising abuse and neglect in children with educational needs and disabilities. Children in this category can be disproportionately impacted by bullying without showing any outward signs. They may also experience barriers and difficulties in communicating how they feel.

Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

- All disclosures will be recorded as soon as possible after the conversation. Use statements and observations and not interpretations or assumptions.
- Do not destroy any original notes. They may be required by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any injuries.
- All child protection records are kept secure and confidential and will be separate from the student file.
- The designated child protection and safeguarding officer will be responsible for maintaining and monitoring child protection records.
- The designated child protection and safeguarding officer will ensure the safe/secure transfer of a student's child protection records when a child moves to a new educational setting.
- Child protection files will only be accessed by a limited number of staff as deemed appropriate within each Centre.

Staff Training

The DSL will receive formal safeguarding training every two years. They will also attend Prevent awareness training. In addition to this training, they will update their knowledge and skills by reading e-bulletins and attending safeguarding meetings.

- Up to date records of all staff safeguarding training will be kept.
- All staff will be introduced to the Safeguarding Policy on induction.
- Appropriate staff will be trained in specific areas of Safeguarding to ensure all aspects are fully represented, including, Recruitment, Record Keeping, CSE, FGM, Peer to Peer Abuse, Early Help and the Prevent Duty.
- All staff to receive regular updates on safeguarding at least annually.
- Be able to keep detailed, accurate and secure written records of concerns and referrals.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- The DSL will ensure the policy is known, understood and used appropriately.

Safe Practice and Avoiding Allegations of Abuse

All staff are responsible for their own actions and behaviour to avoid conduct which could lead to any reasonable person to question their intentions.

- When staff have to work with an individual student the session must be conducted in a room with visual access, either a window or by leaving the door open.
- Staff must discuss any decision to visit or meet a student away from the Centre premises with their line manager.
- When a member of staff agrees to transport a student, wherever possible a second adult should accompany them. The child must travel in the back seat, wearing a seatbelt. The adult involved must

either report to their line manager on their return to school or make a note of arrival & drop off time if it is the end of the school day.

- HPRS cameras are used to take photographs. **NB: Staff must not use their personal phones to take pictures or video recordings.**

Managing Allegations Against Staff

The HPRS believes that all staff and students are entitled to receive care and protection from harm. We will not accept inappropriate behaviour towards students or staff, and will ensure that any concerns or allegations are dealt with quickly, fairly and sensitively. The HPRS has a whistle blowing policy and clear procedures for managing allegations.

If staff have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher this should be referred to the Chair of the Management Committee. Contact details can be found at the end of this Procedure document.

Staff have a responsibility to report any concerns about the behaviour of a colleague to a member of senior leadership where it is alleged that a person who works with children has:

- Behaved in 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 she/he is unsuitable to work with children.

NSPCC WHISTLEBLOWING HEPLINE: 0800 028 0285

WHAT TO DO:

- Take all safeguarding concerns seriously;
- Report to the most senior person not implicated in the allegation;
- Take advice from the Local Authority Designated Officer (LADO); Paul Rooney (01432) 260680.
- Avoid investigating the issue yourself as this may interfere with future police or social care investigations;
- The member of staff concerned in the allegation should not be told until discussion with the LADO has taken place.

Any staff disclosing information regarding inappropriate behaviour by colleagues will be listened to and supported.

Policy Links

There are a number of HPRS policies that are relevant to safeguarding and promoting children's welfare. These include the following:

- BRASH
- HPRS Attendance
- Behaviour Policy
- Disability Equality
- Equal Opportunities Policy
- HPRS Managing Medications Policy
- Health and Safety
- Alternative Provision Policy
- HPRS-E-Safety
- Whistle blowing

Author: Kimberly Harley
Date of policy: October 2016
To be revised: October 2017

POLICY APPROVAL:

Approved by The Management Committee on <i>(date)</i>	
Signed <i>(Chairperson)</i>	

POLICY REVIEW:

Revised on <i>(date)</i>	
Approved by the Management Committee on <i>(date)</i>	
Signed <i>(Chairperson)</i>	

APPENDIX 1: TYPES OF ABUSE AND NEGLECT

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. They may be abused by an adult or adults or 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

Peer on peer abuse: involves one child or young person causing harm to another. When considering whether behaviour is abusive, it is important to consider;

1. Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned.
2. Whether the perpetrator has repeatedly tried to harm one or more other children.
3. Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children. This behaviour may be physical, sexual or emotional and can include gender based violence, sexual assaults, sexting, teenage relationship abuse, peer on peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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.

Child Sexual Exploitation:

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation:

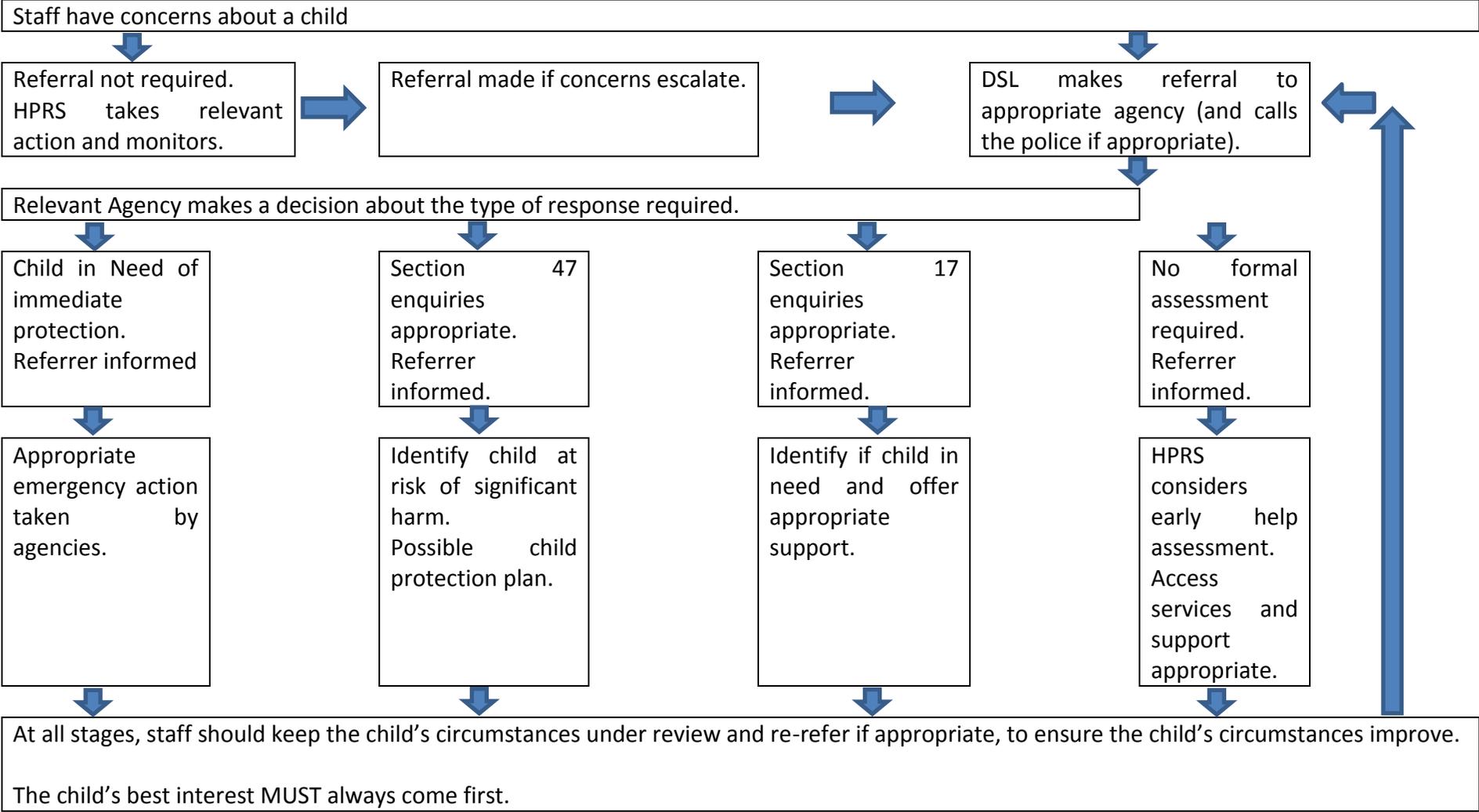
Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

The Prevent Duty:

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk; they must take action when they observe behaviour of concern.

APPENDIX 2: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



APPENDIX 3: USEFUL CONTACTS, WEBSITES & RESOURCES

HCSB https://herefordshiresafeguardingboards.org.uk Independent Chair of HSCB: Sally Halls	01432 260 100
Herefordshire Children's Services In office hours: MASH (Multi agency Safeguarding Hub)	01432 260 800
Out of office hours: Emergency Duty Team	01905 768 020
Family Assessment	
CAF	01432 260201
West Mercia Police	101
Herefordshire Women's Aid	0800 783 135 9
Local Authority Designated Officer LADO Paul Rooney	01432 260 680
NSPCC Whistleblowing helpline	0800 028 028 5