

SAFEGUARDING POLICY

Last update: November 2016

Katharine Lady Berkeley's School fully recognises its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure effective arrangements within our school to identify, assess and support children who are suffering from harm. This policy has been updated to take into account the DfE guidance 'Keeping Children Safe in Education' (September 2016).

Our policy applies to all staff, governors and volunteers working in the school.

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment in which children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Roles and Responsibilities:

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within Katharine Lady Berkeley's School, who have specific responsibilities under child protection procedures. They are the Designated Safeguarding Lead (DSL) Miss Khan, Deputy Headteacher and the Deputy DSL, Debbie Gardner, Education Welfare Officer. In the event that both of these staff are absent, issues should be referred to the Headteacher.

- It is the role of the governing body and SMT to ensure that the designated child protection coordinator is properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.
- SMT will ensure that designated safeguarding leads attend the required training and that they refresh their training every two years.
- All other staff and the nominated governor must undertake an appropriate level of training and must undergo refresher training every three years.
- It is the role of the designated safeguarding lead (Hannah Khan – Deputy Headteacher) to ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to children's social care in accordance with the locally agreed procedures. Additionally, it is the role of the DSL to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.
- The role of the nominated governor for child protection is to ensure that the school has an effective policy which ensures that locally agreed procedures are in place, and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

- A statement in the school's website will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy on request.
- The governing body and Headteacher are responsible for ensuring that the school follows safe recruitment processes, including:
 - ensuring the Headteacher, other staff responsible for recruitment and one member of the governing body completes safer recruitment training
 - ensuring the upkeep of a single central record of all staff and regular volunteers in accordance with government guidance. The Single Central Record is maintained in accordance with current DfE and OFSTED guidance.

The child protection governor provides an annual report for the governing body detailing any changes to the policy and procedures and the Wellbeing committee has regular updates at each meeting.

Ethos

Katharine Lady Berkeley's School recognises the importance of creating an ethos within school that will help children to feel safe and confident that they will be listened to. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as social services, Children Young People Services and the educational psychology service.
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Safe Working Practice

Katharine Lady Berkeley's School has developed a clear code of practice that staff understand and agree to. The code of practice offers guidance to staff on the way they should behave when working with children.

Child Protection procedures (see separate Child Protection Policy)

The detailed procedures and advice for dealing with concerns over child protection are covered in the school's Child Protection Policy. We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the DfE to:

- Ensure we have a designated member of the Leadership Team who has the role of Designated Safeguarding Lead and a deputy who have both received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection who has attended the county training session for governors.
- Ensure every member of staff, including temporary and supply staff and volunteers, and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that if there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Anybody can make a referral. 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. The DSL should be informed of any such referral at the earliest opportunity.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school website.
- Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register.

Safer recruitment

- We will follow all guidance in Keeping Children Safe in Education (September 2016)
- We will ensure that at least one member of each recruitment panel has undertaken all appropriate recruitment training as required by the DfE and that this is updated every three years.
- Our selection and recruitment policy includes all appropriate checks on staff and suitability including Enhanced DBS with Barred List Information and prohibition order checks. Recruitment of volunteers will be equally rigorous.

Allegations against members of staff

Katharine Lady Berkeley's School recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult.

- Any allegations against staff, volunteers, Governors, contractors that indicate that they may have:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

will be reported immediately to the Headteacher or the most senior teacher if the Headteacher is not present. The Headteacher will inform the Local Authority Designated Officer in order to establish appropriate action.

- If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.
- The name of any member of staff considered not suitable to work with children will be notified to the DfE with the advice and support of school's contracted HR adviser and the Gloucestershire Safeguarding Children Board.

Domestic Abuse

We recognise that members of staff can be victims or perpetrators of domestic abuse. We use the guidelines set out in the Local Authority document when dealing with domestic violence. It recognises that exposure to domestic violence can have a serious impact on a child's development and emotional well-being.

Confidentiality

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse this must be passed on to the DSLs as soon as possible and the child should be told who their disclosure will be shared with. Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only.

Record keeping

Child protection records are kept centrally and securely by the DSL. Staff are aware that they must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. Child protection records will not be made in the child's curriculum file. They are kept in a locked cupboard.

Working with other agencies

We recognise the importance of multi-agency working and will operate in accordance with the statutory guidance ' (2015). We will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings. We understand that we continue to play a role after referral and need to develop strong links with partner agencies particularly social care.

Access to the School Premises

As the school operates from an open site, there are many points of entry. To ensure the protection of staff and pupils onsite (both during and after the school day) there must be no unaccompanied public access to any of the school buildings other than the reception area before 6.00pm. To ensure this:

- Signage will be in place to inform visitors that they must not enter any of the buildings and should take an outside route to reception when they first arrive at school in order to sign in. When visitors sign in, they are given a visitor's badge with a clearly identifiable lanyard and a copy of the 'Information for Visitors' or 'Information for Contractors' pamphlet as appropriate which provides information about safeguarding.
- CCTV will be monitored at the various access points.
- Staff and Governors have identity badges with clearly identifiable lanyards which must be worn when at school
- Staff will challenge anyone in a building (or on the grounds) who is not a member of staff or a student.
- When visitors/contractors are on the school site where the school does not hold a copy of, or have evidence of, their DBS clearance, then the visitor/contractor must be escorted at all times.

Staff, Governors and adult visitors to the school must only use staff lavatories.

All incidents of concern must be reported to the DSL or the Headteacher.

The use of school premises by other organisations

Where services or activities are provided separately by another body, using the school premises, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Cross reference to other school policies and documents:

Katharine Lady Berkeley's School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of safeguarding and promoting children's welfare and this policy should be read in conjunction with the policies listed below:

- Attendance Policy
- Child protection policy
- Safeguarding
- Safer Working Practice document
- Keeping Children Safe in Education
- Anti-bullying policy
- Behaviour and Discipline policy
- Conduct procedure
- Confidential Reporting (Whistle Blowing)
- E-safety policy
- Educational visits
- Health and Safety
- Internet acceptable use
- Physical Contact with pupils
- Recruitment of associate staff
- Recruitment of teaching staff
- Single Equality Scheme (race, gender, disability, religion and belief, sexual orientation, age and vulnerable children)

These are all accessible on the School Policies (Safeguarding) page on the school website.

Monitoring

The DSL and Headteacher will carry out the Gloucestershire County Council Safeguarding Children Board audit each year, produce an action plan and annually report back to the Governors at the Wellbeing Committee.

Appendix 1

KLB offer of early help

The KLB offer of early help addresses the early identification of risk and the prevention of harm to our students. Outlined below are some of the strategies, systems and procedures we have in place to safeguard our students around some specific aspects of safeguarding:

Included within our early support:

- Drugs screening and liaison with the Gloucestershire Drugs Agency staff.
- Referring students to specialist support for bereavement e.g. Winston's Wish
- Support from two counsellors who work in school (mental health nurse and psychotherapist)
- Full time parent support adviser
- Liaison with local GPs to support referrals to CYPs
- Full time Education Welfare Officer
- Liaison with family support services e.g. The Door project
- Liaison with police where welfare enquiries are required
- Police mentoring support for those presenting anti-social or criminal behaviour
- Use of the CSE screening tool
- Support from the school's Parents' Support Adviser who offers individual support and runs parenting courses
- Multi-agency meetings
- PSHE lessons covering mental health and substance abuse delivered by specialists who offer follow up support as needed
- Distribution of Glos. suicide prevention stickers
- Sixth Form buddy (TIC) support
- CAFs
- Anti-bullying team work throughout the year
- Feedback from the School Council Wellbeing group who raise issues affecting students across the school
- Signposting parents and students to agencies listed at the website:
<http://www.glofamiliesdirectory.org.uk/>
- Mapping of the PSHE curriculum against the PINK curriculum (see Appendix 3, after page 7)
- Designated Children in Care member of staff who is on the leadership team
- Chelsea's Choice theatre and other workshops to deliver interactive sessions about CSE and sexting
- Police sessions for students and parents about sexting and safe use of the internet.
- Use of the Gloucestershire Healthy Living survey to identify patterns and coordinate intervention linked to demand
- B Team (anti-bullying group) work to support staff in school and raise awareness by delivering assemblies and running projects linked to the national anti-bullying week theme
- School council Well-Being sub-group (students) meets frequently with senior leaders

Appendix 2

Further guidance about specific safeguarding issues is available from a range of sources, for example the NSPCC website, www.nspc.org.uk. Government guidance is also available via the hyperlinks.

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 cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

[Bullying including cyberbullying](#)

[Domestic Violence and Abuse](#)

[Drugs Advice](#)

[Fabricated or Induced Illness](#)

[Abuse linked to faith or belief](#): abuse linked to belief, including belief in witchcraft or possession, is a horrific crime which is condemned by people of all cultures, communities and faiths.

[Female genital mutilation \(FGM\) multi-agency practice guidelines](#): 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. 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.

[Forced Marriage](#)

[Gangs and Youth Violence](#): are the product of the high levels of social breakdown and disadvantage found in the communities in which they thrive, but they are also a key driver of that breakdown. Gangs create a culture of violence and criminality that prevents the very things that can help transform those communities; community mobilisation and economic enterprise

[Gender based Violence](#): is violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity. Gender-based violence reflects and reinforces inequalities between men and women.

[Mental Health](#): problems range from the worries we all experience as part of everyday life to serious long-term conditions. The majority of people who experience mental health problems can get over them or learn to live with them, especially if they get help early on.

[Private Fostering](#): is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

[Radicalisation](#): is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice. We have considered the context of the Prevent Agenda in response to and in line with government guidance and forms part of the government's counter terrorism strategy which seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life.

We work to:

- Raise awareness
- Provide information
- Enable learners to make a positive contribution
- Safeguard young people

Students participate in a curriculum that promotes active learning and develops critical personal thinking skills and includes the "PINK" strategies to the curriculum.

We have considered this agenda in this school's context. The Designated Safeguarding Lead has attended the Home Office training. In this community, it is unlikely that radicalisation through religion will occur. We understand, however, that vulnerable children, no matter what their background, are susceptible to radicalisation through an exposure to social media. We know that the majority of our students use various forms of social media and access the internet, sometimes with little control on the level of access. Our responsibility is to identify these vulnerable students who display the indicators highlighted by the Prevent training. In this community, acts of terrorism would be more likely to come from a 'lone-wolf' style attack from a student or ex-student with expertise, a motive and the means to carry this out.

Sexting: generally refers to the sending of sexually explicit images via text, email or through social networking sites. For example, this could be a picture of a boy or young man exposing himself or a young woman in a state of undress.

Teenage Relationship Abuse: is when someone hurts or upsets someone else that they are in a relationship with. Some people think it only happens in adult relationships, but it can happen at any age. Usually, women and girls are the victims and men and boys are the abusers but it can happen to boys as well. It can also happen in same sex relationships.

Trafficking: is the trade in humans, most commonly for the purpose of sexual slavery, forced labour or commercial sexual exploitation for the trafficker or others or for the extraction of organs or tissues, including surrogacy and ova removal; or for providing a spouse in the context of forced marriage. Human trafficking can occur within a country or trans-nationally. Human trafficking is a crime against the person because of the violation of the victim's rights of movement through coercion and because of their commercial exploitation. Human trafficking is the trade in people, and does not necessarily involve the movement of the person from one place to another.

Policy review

The governing body is responsible for ensuring the annual review of this policy and that the list of key contacts on the cover sheet is kept up to date. This will be informed by the school's annual audit of its statutory duties and associated responsibilities using the format provided by Gloucestershire Safeguarding Children Board. The outcomes of this audit will be reported to governors.

Discussed by Governors' Wellbeing Committee: 23 November 2016

Approved by full Governing Body: 7 December 2016

Date of next full review: November 2017