

Wolverdene Special School

Safeguarding Policy – 2016

Produced By:	P Van Walwyk, Headteacher
Approved for School: Headteacher: P Van Walwyk Date: 15th November, 2016(Signature)
Approved by Governing Body: Chair/Deputy: L Bell Date: 15th November, 2016(Signature)

Status

Statutory

Introduction

The School fully recognises its responsibilities for safeguarding children within the Hampshire Safeguarding Children Board (HSCB) Child Protection Procedures. Since the updated Keeping Children Safe in Education Guidance September 2016 now requires a separate Child protection Policy for Schools, both policies reflect elements of shared practice for both Child Protection and Safeguarding within the School.

This policy applies to all staff, governors and volunteers working in the School and should be applied alongside the Child Protection Policy 2016.

The School understands that for the purposes of this document the term abuse refers to all forms of abuse and neglect as described in HSCB Child Protection Procedures.

There are five main elements to this policy:

- ensuring the School practices safer 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 pupils who have been abused in accordance with his/her agreed child protection plan; and
- establishing a safe environment in which children can learn and develop.

Further resources can be accessed via links set out in Appendix 1

Procedures

The School will follow the procedures set out by the HSCB and take account of guidance issued by the Department for Education. (see Appendix 1).

The School will ensure that:

- it has a Designated Safeguarding Lead (DSL) who will undertake regular, appropriate training for this role (Paul Van Walwyk, Headteacher);
- it has a member of staff who will act in the absence of the DSL (Brenna Weston Bell, Deputy Headteacher and Sean Yates, Head of Care);
- it has a nominated governor responsible for safeguarding children (Carol Rooke);
- every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSL and their role;
- all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL;
- parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations on the School Website;
- it will develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at strategy meetings, initial case conferences, core group and child in need review meetings;
- the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
- it is aware of and will follow procedures set out by Children's Services and the HSCB where an allegation is made against a member of staff or volunteer; and
- safer recruitment practices are always followed.

The School's procedures will be reviewed annually and up-dated in accordance with current legislation.

When staff join the School they will be informed of the safeguarding children arrangements in place. They will be made aware of this policy and told who the DSL is and who acts in their absence.

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

All volunteers and regular visitors to the School will made aware of this policy and given the name of the DSL.

Responsibilities

The Governing Body will nominate a member to be responsible for safeguarding children and to liaise with the DSL in matters relating to safeguarding. It will ensure that this Safeguarding Policy, Child Protection Policy and associated procedures are in place, available to parents and reviewed annually.

The Headteacher will ensure that this Safeguarding Policy and associated procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to safeguarding.

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

Managing a Disclosure

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. We recognise that statistically, children with disabilities are most vulnerable to abuse therefore all School staff are to be particularly sensitive to signs of abuse. If a child discloses directly to a member of staff, the procedures detailed in Annex 4 Child Protection Procedures 2016 should be followed.

Information Sharing & Confidentiality

The School recognises that all matters relating to Child Protection are confidential and the DSL will disclose information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Pupils for whom staff have safeguarding issues should be part of the School's discussions relating to priority pupils.

Communication should be handed to the persons involved, not left in pigeon holes etc.

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

Record Keeping

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

All records of a child protection nature should be passed to the DSL, including case conference minutes and written records of any concerns. A separate file recording all child protection information is maintained for all pupils for whom this is necessary. These files are kept in the Headteacher's office.

Supporting Children

The School recognises 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. See Child Protection Policy 2016 Annex 4 Dealing with disclosures.

The School will endeavour to support the pupil through:

- the content of the curriculum;
- ongoing and updated training for all staff relating to the safeguarding of children;
- the School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the Behaviour Policy which is aimed at supporting vulnerable pupils in the School. The School will ensure that the pupil 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 pupil such as Children's Services, Child and Adolescent Mental Health Service (CAMHS), Education Welfare Service and Educational Psychology Service and those agencies involved in the safeguarding of children;
- notifying Children's Social Care immediately there is a significant concern; and
- providing continuing support to a pupil about whom there have been concerns who leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Supporting Staff

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

Safer Recruitment and Selection of Staff

The School operates in accordance with a Safer Recruitment and Selection of Staff Statement (Appendix 5) and has procedures that link explicitly to this statement. The 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.

All interviews will be facilitated by a senior member of staff who has completed the Safer Recruitment Training programme. The Disqualification under the Children Act 2006 flowchart will also be applied during recruitment. (Appendix 3)

Allegations Against Staff

The School understands that a pupil may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher and the process set out in the Allegations of Abuse Against Staff Policy will be followed.

The Headteacher on all such occasions will discuss the content of the allegation with the LA's Senior Adviser for Safeguarding Children in Education. The Local Authority Designated Officer must be informed within one working day of any allegation against a member of staff within the scope of chapter 31 of the HSCB child protection procedures.

If the allegation made against a member of staff concerns the Headteacher, the DSL will immediately inform the Chair of Governors who will consult with the Hampshire's Senior Adviser for Safeguarding Children in Education.

The School will follow the HSCB procedures for managing allegations against staff (detailed in Annex 5 Child Protection Policy 2016).

Whistleblowing

The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Staff should refer to the School's Whistleblowing Policy, copies available in the school office and on the School Website.

Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

The School recognises that listening to children is an important and essential part of safeguarding them against abuse. 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.

All complaints will be dealt with in accordance with the Complaints Policy.

Physical Intervention

The School's policy on positive handling is set out in the Restrictive Physical Intervention Policy which acknowledges that staff must 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. All permanent members of staff are offered positive

handling training using the 'Team Teach' approach. All members of the teaching staff are required to attend this training and maintain certification.

Prevention

The School recognises that it plays a significant part in the prevention of harm to its pupils 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; and
- include in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse.

Abuse of Trust

The School recognises that with adults working in the School, it is in a relationship of trust with the pupils in its care and acknowledges that it is a criminal offence to abuse that trust.

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

It also 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.

Racist Incidents

The School's policy on racist incidents is set out in the Equality Policy and this acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures.

Bullying

The School's policy on bullying is set out in the Anti Bullying Policy and this follows the guidelines set out in the Hampshire policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding children procedures.

E-safety

The School's e-Safety Policy recognises that internet safety is a whole School responsibility (staff, pupils, parents).

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 therefore recognises its responsibility to educate our pupils, 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.

Health & Safety

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

In recognition of the special needs of pupils at the school and the increased level of vulnerability this incurs, guidance on intimate care of pupils can be found in Appendix 4.

Extended Services

If the Governing Body provides services or activities outside normal School hours under the supervision or management of School staff, the School's arrangements for child protection as set out in the Child Protection Policy 2016 will apply.

Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and that there are arrangements to liaise with the School on these matters where appropriate.

Specific Safeguarding Issues

School staff members need to be aware of specific safeguarding issues and be alert to any risks. *Hampshire Child Protection and Safeguarding Procedures* has detailed information about specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, private fostering etc., and the local procedures to respond to risks.

The government website, GOV.UK, has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website and the *Hampshire Child Protection and Safeguarding Procedures* for advice on other issues such as:

- child sexual exploitation (CSE);
- bullying including cyberbullying;
- domestic violence;
- drugs;
- fabricated or induced illness;
- faith abuse;
- female genital mutilation (FGM);
- forced marriage;
- gangs and youth violence;
- gender-based violence/violence against women and girls (VAWG);
- mental health;
- private fostering;
- preventing radicalisation and the Prevent duty;
- sexting;
- teenage relationship abuse; and

- trafficking.

A summary sheet of these areas has been made available to all staff and a copy is on the noticeboard in the staff room.

Other Relevant Policies

The Governing Body’s legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies:

- Child Protection Policy
- Behaviour Policy
- Restrictive Physical Intervention Policy;
- Whistleblowing Policy;
- Health and Safety Policy;
- Recruitment and Selection Policy;
- Allegations of Abuse Against Staff Policy;
- Anti Bullying Policy; and
- E Safety Policy

Review

This Safeguarding Policy will be reviewed annually.

Record of Reviews

Due Date	Actual Date	Headteacher Signature	Chair/Deputy Chair Signature
15/12/17			

Appendix 1

Links to Safeguarding Resources

Issue	Links to Useful Resources
Health and Safety	http://intranet.hants.gov.uk/childrens-services/cs-healthandsafety.htm https://www.gov.uk/health-safety-school-children
Anti – Bullying and Harassment & Discrimination	http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm http://www3.hants.gov.uk/education/hias/healthyschools/themedareas/theme-ehwb.htm https://www.gov.uk/bullying-at-school https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Anti-Racism	http://www.cps.gov.uk/northwest/working_with_you/hate_crime_schools_project/schools_project_racist_and_religious_hate_crime/
Physical Intervention	http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps/heps-policies.htm https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Meeting the needs of pupils with medical conditions	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
First Aid	http://intranet.hants.gov.uk/firstaidpolicytemplate_csh_steam_-14.doc https://www.gov.uk/government/publications/first-aid-in-schools
Drug and Substance Misuse	http://www3.hants.gov.uk/education/hias/drug-and-alcohol/supporting-young-people.htm https://www.gov.uk/government/publications/drugs-advice-for-schools
Educational Visits	http://www3.hants.gov.uk/education/outdoor-education.htm
Internet Safety	http://www3.hants.gov.uk/childrens-services/schoolsandcolleges/esafety http://ceop.police.uk/
School site security	https://www.gov.uk/government/publications/school-security
Safer Recruitment Policy	http://intranet.hants.gov.uk/eps/eps-crb-guidance.htm & https://www.gov.uk/government/policies/helping-employers-make-safer-recruiting-decisions http://intranet.hants.gov.uk/eps/single-central-record.htm
Issues specific to a local area or population,	https://www.gov.uk/government/publications/safeguarding-children-and-young-people-who-may-be-affected-by-gang-activity DfE safeguarding children https://www.gov.uk/childrens-services/safeguarding-children

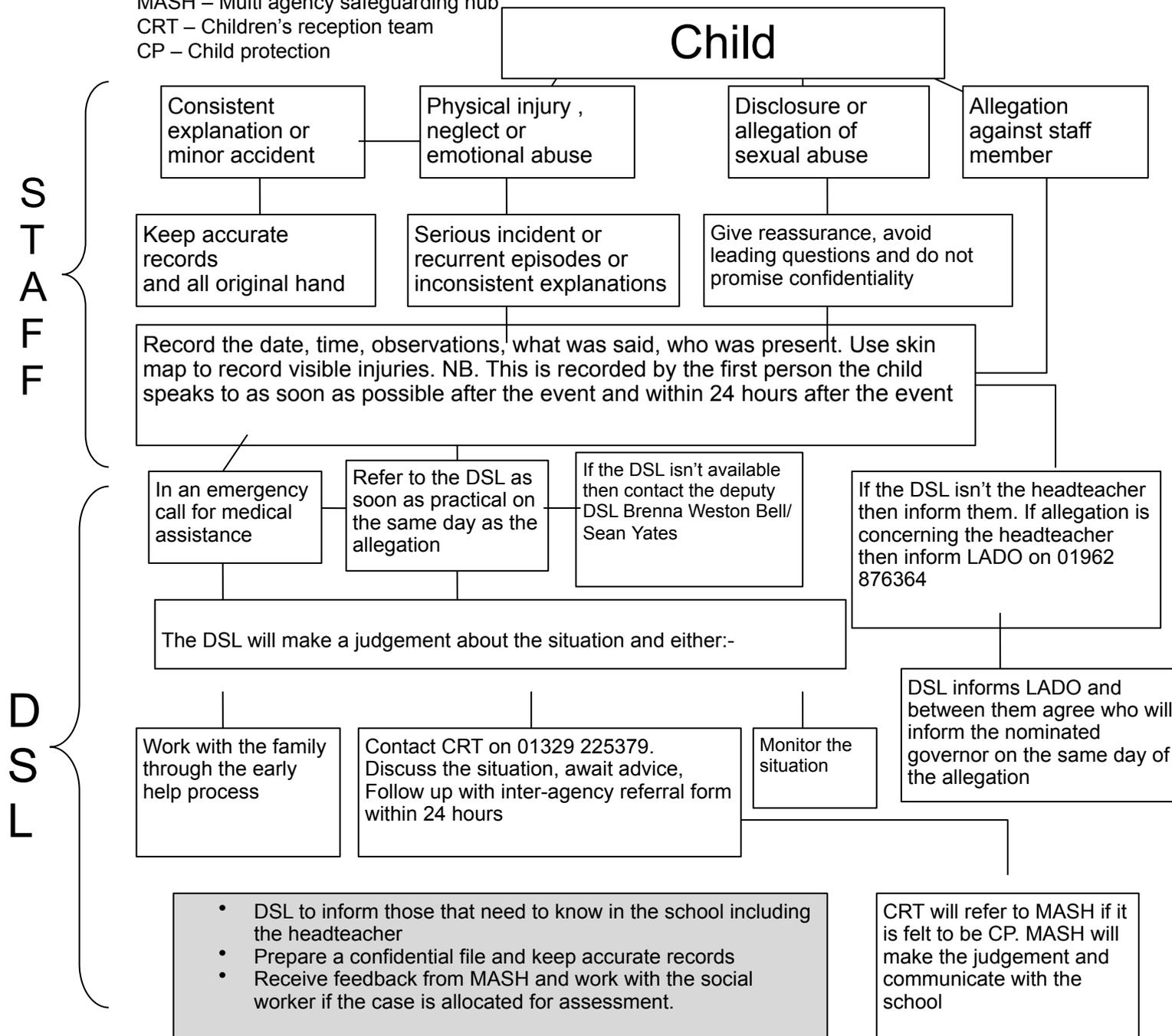
Radicalisation	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
Child Sexual Exploitation	https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan http://www.proceduresonline.com/4lscb/shared_content_SCB_php/shared_files/4lscb_met_protocol.pdf

Appendix 2

Flowchart for child protection procedures

DSL is Paul Van Walwyk, Headteacher

DSL – Designated safeguarding lead
MASH – Multi agency safeguarding hub
CRT – Children’s reception team
CP – Child protection

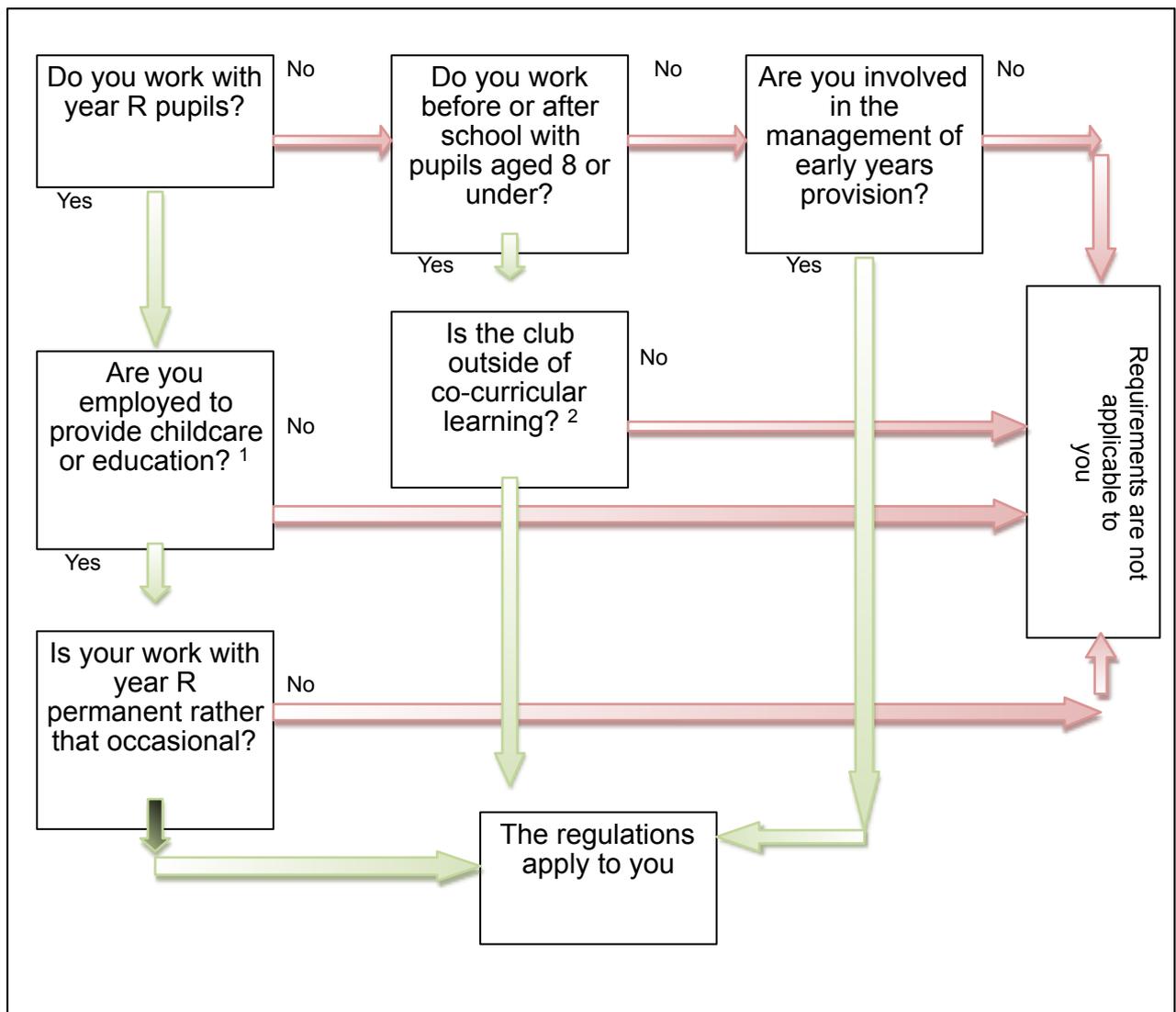


Appendix 3

Disqualification under the Childcare Act 2006

This procedure should be read in conjunction with “Disqualification under the Childcare Act 2006 Statutory Guidance (DfE Feb 2015)”

The requirement of the act is applicable to a limited number of School staff and the following flowchart can be used to help confirm if staff members are required to make disclosures to Ofsted in respect of themselves or members of their household.



¹ Caretakers, cleaners, drivers, transport escorts, catering and office staff are not employed to provide child care
² Co-curricular learning covers activities such as school music and school sports activities

Appendix 4

Intimate Care

As a School we follow the guidance for good practice set out by Hampshire Safeguarding Children Board below

Guidelines for good practice (adapted from the Chailey Heritage centre)

1. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. The 4LSCBs believe this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present - quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person - organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. The 4LSCBs recognise that there are partner agencies that recommend two carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be someone chosen by the child or young person. For older children it is preferable if the member of staff is the same gender as the young person. However, this is not always possible in practice. Agencies should consider the implications of using a single named member of staff for intimate care or a rota system in terms of risks of abuse.
2. Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child's body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.
3. Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child - particularly a child you have not previously cared for - "Is it OK to do it this way?"; "Can you wash there?"; "How does mummy do that?". If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a child has a "grudge" against you or dislikes you for some reason, ensure your line manager is aware of this.
4. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals. For example, do you use a flannel to wash a child's private parts rather than bare hands? Do you pull back a child's

foreskin as part of daily washing? Is care during menstruation consistent across different staff?

5. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be carried out by nursing or medical staff. Other procedures, such as giving rectal valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent.
6. If you are concerned that during the intimate care of a child:
 - You accidentally hurt the child;
 - The child seems sore or unusually tender in the genital area;
 - The child appears to be sexually aroused by your actions;
 - The child misunderstands or misinterprets something;
 - The child has a very emotional reaction without apparent cause (sudden crying or shouting).

Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.

7. Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
8. Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of messages about what her or his body is "worth". Your attitude to the child's intimate care is important. As far as appropriate and keeping in mind the child's age, routine care of a child should be enjoyable, relaxed and fun.

Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. The 4LSCBs recognise that children who experience intimate care may be more vulnerable to abuse:-

- Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless
- Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult

- Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately
- Repeated “invasion” of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them
- Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive carer

The above is taken largely from the publication 'Abuse and children who are disabled: a training and resource pack for trainers in child protection and disability, 1993'.

Appendix 5

Safer Recruitment and Selection of Staff Statement

With reference to Keeping Children Safe in Education September 2016

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

Wolverdene Special School is committed to recruiting and selecting high quality staff with the necessary skills, experience and aptitude to care for, nurture and enable the pupils to learn and thrive in a happy, caring and safe environment.

When recruiting any staff, there is always at least one member of staff of the interviewing panel who has completed the Safer Recruitment Training. It is recognised that, whilst the online training is no longer a viable training option, for staff and Governors who have completed the online module, this is still recognised and validated.

All staff employed at Wolverdene Special School, including volunteers, casual staff, and university and college students will be required to undertake an enhanced disclosure via DBS.

All applicants for any post within the school will be required to complete an application form; a curriculum vitae will not be accepted in place of this.

All applicants will be asked to provide two referees, one of whom should be the applicant's current or most recent employer. NB where an applicant who is not currently working with children, has done so in the past, it is important that a reference is also obtained from the employer by whom the person was most recently employed in work with children. References will not be accepted by relatives or friends.

During the shortlisting process, it is important that applications are scrutinised, that information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete applications will not be accepted, and will be returned for completion. References will be sought directly from the referee. Open references and testimonials will not be accepted.

During the interview, any discrepancies noted from the shortlisting, including any gaps in employment, will be explored. If the interviewing panel are not satisfied with any explanation given, the applicant will not be successful.

A successful candidate will be offered a conditional offer of employment; this will be subject to a series of checks:

- Receipt of at least two satisfactory references, confirming that the referee knows of no reason why the candidate should be prohibited from working with young people;
- Verification of the candidate's identity;
- Barred list check obtained if candidate is to start prior to DBS clearance;
- DBS Disclosure;
- Verification of the candidate's medical fitness;
- Verification of professional status i.e. QTS, NPQH, etc.;
- teaching posts - verification of successful completion of Statutory Induction period (applies to those who obtained QTS after 7 May 1999);

- non-teaching posts - satisfactory completion of the probationary period.

Where a candidate is from overseas, Barred List information and DBS disclosures will be completed. There is a Single Central Register kept in school detailing every member of staff. This includes details of the rights of individuals to work in the UK.

If supply staff are used then checks will be made regarding ensuring that agencies provide written evidence of in date enhanced DBS. During induction for all staff, procedures for Safeguarding Children and reporting concerns are shared.

The monitoring of the recruitment process and induction arrangements will be carried out by the Governing Body of Wolverdene Special School. The Headteacher will be responsible for reporting staff turnover and reasons for leaving and monitoring the attendance of new staff at Child Protection training. The governing body will carry out exit interviews.

It is important that this guidance is read in conjunction with the School's Safeguarding Policy, Child Protection Policy and Guidance.