

Wolverdene Special School

Safeguarding Policy 2018

Produced By:	P Van Walwyk, Headteacher
Approved for School: Headteacher: P Van Walwyk Date: 25 September 2018(Signature)
Approved by Governing Body: Chair/Deputy: Laura Bell Date: 25 September 2018(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 required 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 2018 and the Staff Code of Conduct.

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.

Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school.

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 (Dwane Eacock, Head of Pupil Services); it has a nominated governor who will take leadership responsibility 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 be made aware of this policy and given the name of the DSL.

Responsibilities

The Governing Body will nominate a member who will take leadership responsibility for safeguarding 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 2018 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 2018 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 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 2018).

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.

High risk and emerging safeguarding issues

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take. *Working together to safeguard children 2018.*

Preventing Radicalisation and Extremism

The prevent duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received prevent training/undertaken e-learning/received awareness training in order that they can identify the signs of children being radicalised.

Technologies

The school will seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site, Virtual Learning Environment (VLE)
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications

Social media

The school will seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site, VLE
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media guidance

Gaming

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.

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.

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.

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion

- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

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.

Drugs and substance misuse

The school works to a separate drug guidance that can be found within the School's Medical Policy 2016.

Gangs and Youth Violence

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments; and
- work with local partners to prevent anti-social behaviour or crime.

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.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The

following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and

Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

Extremism (As defined in the Government’s Counter Extremism Strategy) is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members

of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned

that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Missing, Exploited and Trafficked Children

The 4LSCB areas of Portsmouth, Southampton, Hampshire and Isle of Wight have a collective multi agency responsibility to identify children and young people who are at risk of going missing, being exploited and/or trafficked and to safeguard them from further risk of harm. They have worked together with Barnardos Hampshire to compile an information guide for practitioners who become aware of children and young people up to the age of 18 who are at risk of going missing and/or being exploited. Exploitation as referred to in the guide covers criminality, modern slavery (both within the UK and from abroad), trafficking and sexual exploitation. (see link Appendix 1)

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- and challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/18 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;

- unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats
- The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by **reporting sexual violence** or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part 1 of Keeping children safe in education Statutory guidance: information for all school and college staff September 2018. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Site Security

We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:

- All gates are closed except at the start and end of the school day
- Doors are kept locked to prevent intrusion
- Visitors and volunteers enter at the reception and must sign in.
- Visitors and volunteers are identified by name badges.

Off site visits

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an educational visits coordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context.

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 2018 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.

Parenting

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing school based parenting courses
- linking to web based parenting resources if required
<http://www3.hants.gov.uk/childrens-services/familyinformationdirectory.htm>
- direct individual or group support from the school's Family Support Workers
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- signposting to other services

Looked After and Previously Looked After Children

Wolverdene School believes that in partnership with Hampshire County Council as Corporate Parents we have a special duty to safeguard and promote the education of Looked After and Previously Looked After Children.

- The school will nominate a Designated teacher (Carla Sheridan) for Looked After and Previously Looked After Children who will act as their advocate and co-ordinate support for them.
- The school will nominate a school governor (Carol Rooke) to ensure that the needs of Looked After and Previously Looked After Children in the

school are taken into account at a school management level and to support the Designated Teacher.

- The School operates in accordance with a Looked After and Previously Looked After Children Statement (Appendix 6) and procedures that link explicitly to this statement.

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
25/09/2018			

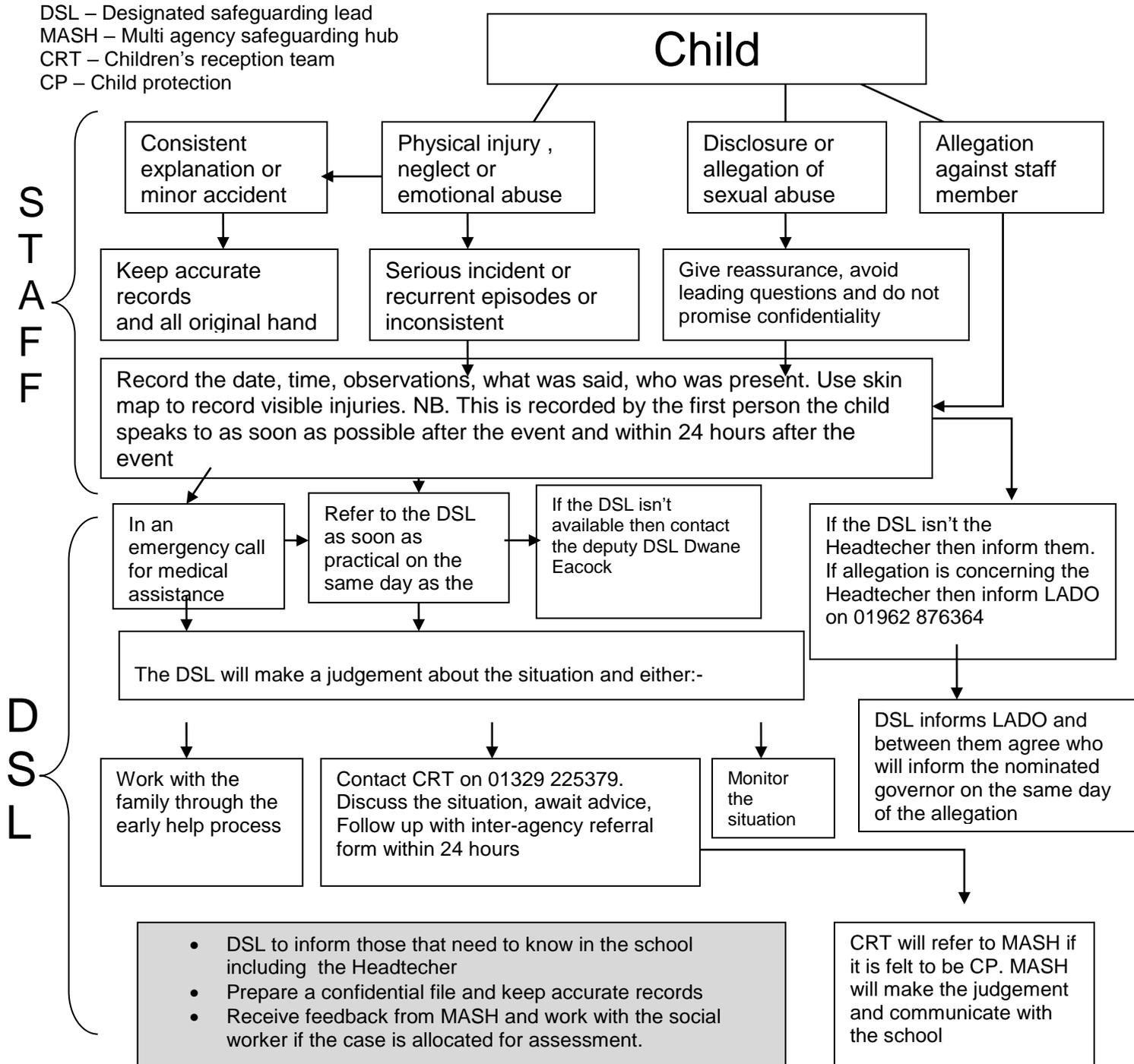
Appendix 1

Links to Safeguarding Resources

Issue	Links to Useful Resources
Health and Safety	http://intranet.hants.gov.uk/childrens-services/cs-healthandsafety.htm
Anti – Bullying and Harassment & Discrimination	http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm https://www.gov.uk/bullying-at-school https://www.gov.uk/government/publications/preventing-and-tackling-bullying https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/
Physical Intervention	http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps/heps-policies.htm https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
Meeting the needs of pupils with medical conditions	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf
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
Intimate Care	See Appendix 4
Internet Safety	http://www3.hants.gov.uk/childrens-services/schoolsandcolleges/esafety http://ceop.police.uk/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf
MET Children	http://www.proceduresonline.com/4lscb/shared_content_SCB_php/shared_files/4lscb_met_protocol.pdf https://www.nspcc.org.uk/services-and-resources/childrens-services/child-trafficking-advice-centre-ctac https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Child

	ren_Missing_Education_-_statutory_guidance.pdf
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,	DfE safeguarding children https://www.gov.uk/childrens-services/safeguarding-children https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines
Radicalisation	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf https://www.gov.uk/government/publications/prevent-duty-guidance https://educateagainsthate.com/
Child Sexual Exploitation	https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan https://www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

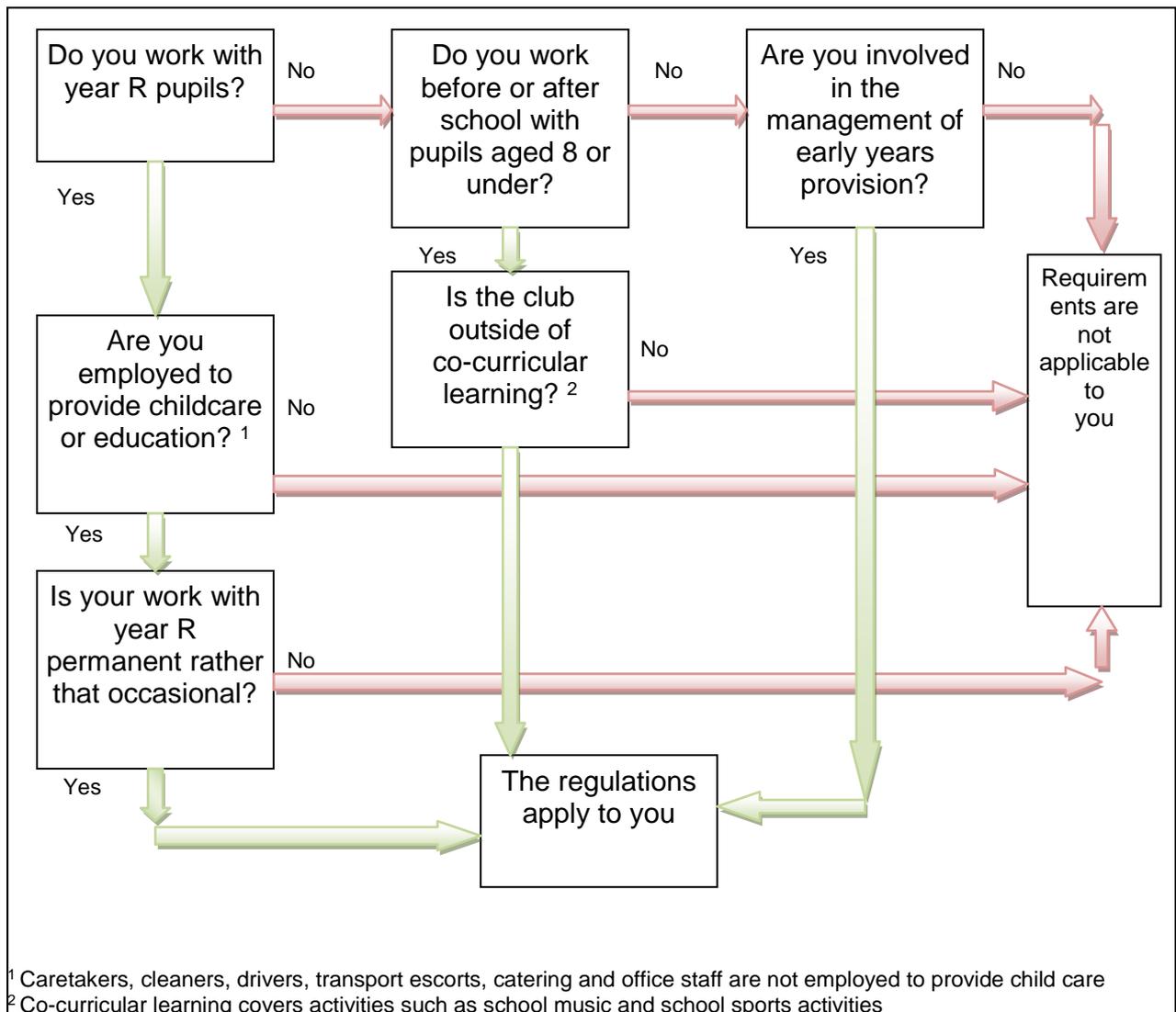
Flowchart for child protection procedures
DSL is Paul Van Walwyk, Headteacher



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.



Intimate Care

As a School we follow the guidance for good practice set out by Hampshire Safeguarding Childrens 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.

Safer Recruitment and Selection of Staff Statement

With reference to Keeping Children Safe in Education September 2018

Wolverdene 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 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 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 School. The Head Teacher 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.

The Education of Looked After and Previously Looked After Children

Statement

Wolverdene Special School believes that in partnership with Hampshire County Council as Corporate Parents we have a special duty to safeguard and promote the education of Looked After and Previously Looked After Children.

AIM

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Looked After and Previously Looked After children and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our school's role as corporate parents to promote and support the education of our Looked After and Previously Looked After Children, by asking the question, 'Would this be good enough for my child?'

As a School we will:

- Nominate a Designated teacher for Looked After and Previously Looked After Children who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of Looked After and Previously Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated Teacher in carrying out their role by making time available and ensuring that they attend training on Looked After and Previously Looked After Children.
- Support the Local Authority in its statutory duty to promote the educational achievement of looked after and previously looked after children.

The Designated Teacher will:

Maintain an up to date record of all Looked After and Previously Looked After Children who are on the school roll. This will include:

- Status i.e. care order or accommodated.
- Type of Placement i.e. Foster, respite, residential.
- Name of Social Worker, area office, telephone number.
- Daily contact and numbers e.g. name of parent or carer, and an alternative contact, or key worker in children's home.
- SEN Code of Practice

- Child Protection information when appropriate.
 - Baseline information and all test results.
 - Attendance figures
 - Exclusions
- Ensure that there is a Personal Education Plan for each child/young person to include appropriate targets and above information. This must be compatible with any other plan, e.g. Education, Health and Care Plan (EHCP), and associated plans, Transition Plan, Pastoral Support Programme.
 - Ensure that someone attends Childrens Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.
 - Liaise with the Virtual School on a regular basis with regard to the performance, attendance and attainment of Looked After Children.
 - Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.
 - Ensure that systems are in place to identify and prioritise when Looked After and Previously Looked After Children are underachieving and have early interventions to improve this in line with existing school policy.
 - Ensure that systems are in place to keep staff up to date and informed about Looked After and Previously Looked After Children where and when appropriate.
 - Ensure that Looked After and Previously Looked After Children, along with all children are listened to and have equal opportunity to pastoral support in school.
 - Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After and Previously Looked After Children.
 - Report to the Governing body's representative on the performance of the Looked After and Previously Looked After children who are on the roll of the school.