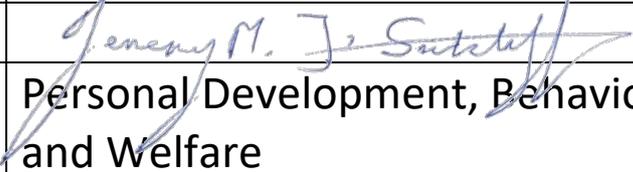




KINGFISHER
SPECIAL SCHOOL
A PLACE OF LEARNING

Safeguarding & Child Protection Policy

Policy Adopted Date:	11 th June 2019
Issue:	2
Review Period:	Annually unless an update on legislation is received
Review Director:	Sue Caine
Signed by:	Chair of Local Governing Body
Signature:	
Policy Suite:	Personal Development, Behaviour and Welfare

Designated Safeguarding Lead – Sue Caine

Deputy Safeguarding Leads – Jenni Cryer, Suzanne Pass, Lynne Rogers

1. Vision of the MAT

The Kingfisher Learning Trust believe that Safeguarding and Child Protection are central to the work of Kingfisher Learning Trust and staff will work together for the safety and wellbeing of the pupils in their care in line with their statutory duties, supporting guidance and relevant Academy policies.

Policy Statement

The Trust will ensure that each Academy adheres to Oldham’s Local Safeguarding Children Board (OLSCB) guidelines. All staff, Trustees and Local Governors will be involved in the policy and its implementation through:

- Creating an environment in which children feel secure and valued, and where their wellbeing will be considered and monitored via an appropriate system of advocacy
- Suitable support and guidance for children, from a range of adults in whom they feel confident and with whom they have a rapport
- Working with parents to build an understanding of each Academy’s responsibility to ensure the welfare of all the children and a recognition that this may occasionally require parents or carers to be referred to appropriate investigative agencies as a constructive and helpful measure
- Being vigilant in observing children for signs of abuse. The existence of profound, complex and severe learning difficulties will mean that the child may not be able to communicate their concerns / upset, effectively. Similarly, staff may need help in clarifying their concerns
- Ensuring clear procedures are in place for alerting appropriate staff who can, in turn, pass information to other relevant agencies
- Developing appropriate learning opportunities to raise children’s awareness of unacceptable behaviour in adults and to prepare them to deal with this
- Using the Disclosure and Barring Service (DBS) to ensure no staff are barred from working with children and vulnerable adults
- Appointing new staff using the “Safer Recruitment Guidance” (2007) and in accordance with “Working Together to Safeguard Children” (2018).

2. Purpose and Aim of the Policy

Definition of Safeguarding and Child Protection

Ofsted adopts the definition of safeguarding used in the Children Act 2004 and in the Department for Education and Skills (now DfE) guidance document Working together to safeguard children, which focuses on safeguarding and promoting children’s and learners’ welfare.¹ This can be summarised as:

- *protecting children and learners from maltreatment*
- *preventing impairment of children’s and learners’ health or development*
- *ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care*
- *undertaking that role so as to enable those children and learners to have optimum life chances and to enter adulthood successfully.*

¹ *Safeguarding children and young people and young vulnerable adults policy February 2015*

The above statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

The Kingfisher Learning Trust (and all Academies within it), fully recognises its responsibility to have arrangements in place to safeguard and promote the welfare of children, as set out in the Education Act 2002. In addition, Section 26 of the Counter-Terrorism and Security Act 2015 places a statutory responsibility on academies to ‘have due regard to the need to prevent people from being drawn into terrorism’. This is known as the ‘Prevent’ duty.

Through their day to day contact with pupils and direct work with families, all staff have a crucial role to play in noticing possible signs of abuse or neglect and be able to refer these in a safe and confidential manner to ensure that the agreed school procedures are followed in reporting these concerns.

This policy sets out how Kingfisher Learning Trust Board and each Academy Local Governing Body satisfies its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at each Academy. The policy applies to all staff working in each Academy, including Governors, who all have a duty of care to report any safeguarding concerns.

The Trust aims to ensure that the child’s welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified, referrals are handled sensitively, professionally and in a way that supports the needs of the child’s wellbeing.

This policy adheres to Oldham’s Local safeguarding Board (LSCB) procedures and has been written in line with ‘Keeping Children Safe in Education’ (2018) and ‘Working Together to Safeguard Children (2018).

3. Designated Safeguarding Lead (DSL)

The Local Governing Body should appoint a member of staff of the Academy’s Leadership Team to the role of Designated Safeguarding Lead (DSL). This should be explicit in the role-holder’s job description that they take the lead responsibility for safeguarding and child protection.

*‘This person should have the appropriate job role and authority within the Academy to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to mother staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings’
(Keeping Children Safe in Education 2016)*

Each Academy will delegate the role of Deputy DSL to at least one other member of the Leadership Team, who will be trained to the same standard as the DSL. Whilst roles can be delegated by the DSL, the ultimate lead for child protection remains with the DSL.

The broad areas of responsibility for the DSL are:-

Managing Referrals

- Liaise with other agencies of the OLSCB as appropriate
- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Refer cases to the Channel programme where there is a radicalisation concern
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- Refer all cases of suspected abuse to the Multi Agency Safeguarding Hub (MASH)

- Liaise with all other agencies involved in the protection of children, by monitoring the progress of pupils with Child Protection by submitting reports to Children’s Services and case conferences by either attending, or being represented at Child Protection Case Conferences.
- Liaise and work with Social Care for children with additional needs.

Training

The DSL should receive appropriate training run by the OLSCB, updated every two years in order to:

- Deliver regular, appropriate training to staff
- Plan and deliver safeguarding training around this policy for new staff as part of their induction programme
- Arrange an on-going whole-Academy awareness and staff development programme with regard to child protection
- Undertake Prevent awareness training and deliver this to Academy staff
- Have a working knowledge of how the Local Authority conduct a Child Protection Case Conference/Review and to attend and contribute to these
- Ensure the Academy’s Child Protection and Safeguarding Policy and other relevant documents are up to date and available to all staff. Any changes to policy or procedure will be shared with all members of staff
- Be able to complete the LA’s Section 11 Safeguarding standards self-evaluation toolkit and Oldham Schools’ Prevent Self-Assessment

Raising Awareness

- Provide support for Academy staff in their daily dealings with the child at risk
- Alert staff of the concerns about a child in their class, of any signs of distress to look for and action to take
- Pass on information when pupils change schools
- Liaise with the Executive Principal about any ongoing issues or investigations and ensure there is always cover for this role
- Ensure parents are aware of the policy and it is readily available on the Academy’s website
- Ensure appropriate separate handover of information to secondary school/other schools

Recording, Storing and Sharing Information:

- Keep records of any suspected safeguarding incident and follow up actions
- Keep information regarding pupils on “Child in Need Plans” secure and confidential, passing to appropriate staff on a “need to know basis”
- Written records of incidents which are held on a pupil’s file should be factual and not include any speculative opinion or interpretation of events
- A system of holding sensitive information about pupils on roll should be developed, with the overarching concern being to retain relevant and sensitive information at a central point and to maintain confidentiality

The Kingfisher Learning Trust does not expect the designated person to be an “expert” in recognising and dealing with suspected cases of child abuse. It also firmly supports the view that it is for the police and Multi-Agency Safeguarding Hub (MASH) to carry out any necessary investigations, **not** the Academy, after the matter has been referred to them.

4. The Roles and Responsibilities for all staff

All members of staff across the Kingfisher Learning Trust have a responsibility to safeguard children. Therefore it is their role to:-

- Know who the designated person is within their Academy
- Know and follow the Academy's procedures and be familiar with the Child Protection Policy and up to date legislation
- Understand the role of the DSL
- Attend any meetings and training when appropriate
- Monitor any vulnerable pupil who is in their care, and help implement any Child Protection Plan for any pupil in their care deemed to be at risk
- Ensure that they do not treat any pupil they know to have been abused any differently from other children
- Have a general awareness of the possible indicators of abuse and to keep confidential, any sensitive information that has been shared with them
- Provide a safe environment in which children learn

Regular contact means that class staff have a particularly important role when identifying concerns as they can see any changes very early on, resulting in swift action being taken to ensure that concerns do not escalate. Children can make disclosures or show signs of abuse at any time and to any individual within school, therefore it is important that all staff:

- Ensure that they listen to, and take seriously, the voice of the child and any concerns raised by them
- Ensure that any reports of concern are reported to the Designated Safeguarding Lead (DSL) immediately
- Ensure that they record any information shared directly with them by a child and with the DSL
- Ensure that they report any concerns regarding other members of staff to the DSL
- Ensure that they attend regular training, through the Academy, to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of risk to the child

5. Raising Awareness – when to be concerned

Thresholds for Intervention

In order to support decision making processes and in an attempt to provide some guidance to staff, the OLSCB has developed this 'Thresholds Guidance'. Thresholds are the tipping points that define what assessments / interventions should be undertaken with children, young people and their families. The use of threshold is the starting point for a dialogue between relevant agencies that focuses on the child's and families' needs in order to decide what the best action to be taken is.

The continuum of need in Oldham has four levels of descriptors agreed by the OLSCB; these levels help professionals to decide what assessments / support the children, young people and their families require. The continuum of need model recognises that the needs of children and their families are dynamic and depend upon a range of circumstances, therefore response from the professionals will need to reflect where they are on the continuum at any given point. Children and families level of need and vulnerability across the continuum of need can increase or decrease at any given time.

Level 1 – Universal Services: Children where their needs are being met by Universal Services, such as Housing, Mainstream Education, Primary Health Care, Community Resources and Children’s Centres, with telephone/internet advice and the ad hoc home visit.

Level 2 – Early Help Assessment: Children have emerging or are presenting with additional needs then an Early Help Assessment should be undertaken; this may possibly identify some short-term interventions from services. At this stage Children’s Social Care is not required, the identification of early stresses and provision of services should reduce the likelihood of escalating problems.

Level 3 – Child in Need: Children where there is a high risk of their health and development being impaired without assessment and intervention and where there are more complex difficulties. Such children may be likely to move into Level 4 without the provision of services based on assessed needs. These may also include children who have been assessed at Level 4 in the recent past.

Level 4 – Child Protection: When it is believed that a child is suffering or is likely to suffer significant harm, the Local Authority must enquire and make an informed decision to ensure the safety and welfare of the child is protected. This must result in a referral to social care.

Types of Abuse and Neglect

There are four categories of abuse:-

Physical abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s mental health or development. It may involve the neglect of or lack of responsiveness to a child’s basic emotional needs. It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision
- Ensure access to appropriate medical care or treatment.

Emotional abuse

Children who are emotionally abused suffer emotional maltreatment or neglect. It is sometimes called psychological abuse and can cause children serious harm. It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only because they meet another person’s needs.

Sexual abuse

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This does not have to be physical contact, and it can happen online.

There are other forms of abuse:-

Domestic abuse

Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships

Online abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones.

Child sexual exploitation

Child sexual exploitation is a type of sexual abuse in which children are sexually exploited for money, power or status

Female genital mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons

Bullying and cyberbullying

Bullying can happen anywhere – at school, at home or online. It is usually repeated over a long period of time and can hurt a child both physically and emotionally

Child trafficking

Child trafficking is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold.

Grooming

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.

Harmful sexual behaviour

Children and young people who develop harmful sexual behaviour harm themselves and others.

Peer on peer abuse

This is bullying and can feature physical, emotional, sexual and financial abuse of a child by their peers.

7. Reporting Procedures/Referrals, what to do if you have a concern:

Any concern must ALWAYS be reported, however trivial this may seem, to the named DSL, Sue Caine. This must be done on CPOMS. This concern does not have to be shared with colleagues.

- Information given must be factual and staff must not ask the child leading questions
- If a child makes a disclosure, they must not be promised confidentiality and this must be reported immediately

It should be stressed, that issues of Child Protection should, at all times, be treated with professionalism. Once any information has, of necessity, been shared with a member of staff, that member of staff **must undertake** not to discuss the information with anyone.

Receiving an allegation/disclosure of abuse

- Good practice would mean that the person, to whom the child chooses to disclose, should listen and record as below*, and not expect the child to repeat the information to a series of people
- Do not ask leading questions
- Should a member of staff receive an allegation/information of possible abuse (sexual, physical, including assault on a child), they must report straight away to DSL.

*** If a verbal allegation is made:**

- Confidentiality must not be promised
- The child must be listened to
- Leading questions must be avoided
- The information must be taken seriously regardless of any previous allegations which the child may have made
- The allegation must be recorded factually, including specific details of time, place, others present, etc. and then taken to the DSL

*** If a written allegation is made:**

- The letter / recorded information must be placed in a sealed envelope marked “Private and Confidential” and handed in to the Academy main office who will then pass it on to the named DSL, Sue Caine

Action taken for any concern

The DSL considers the light of the type of abuse alleged, any previous concerns, and evidence to support the allegations and takes the necessary action.

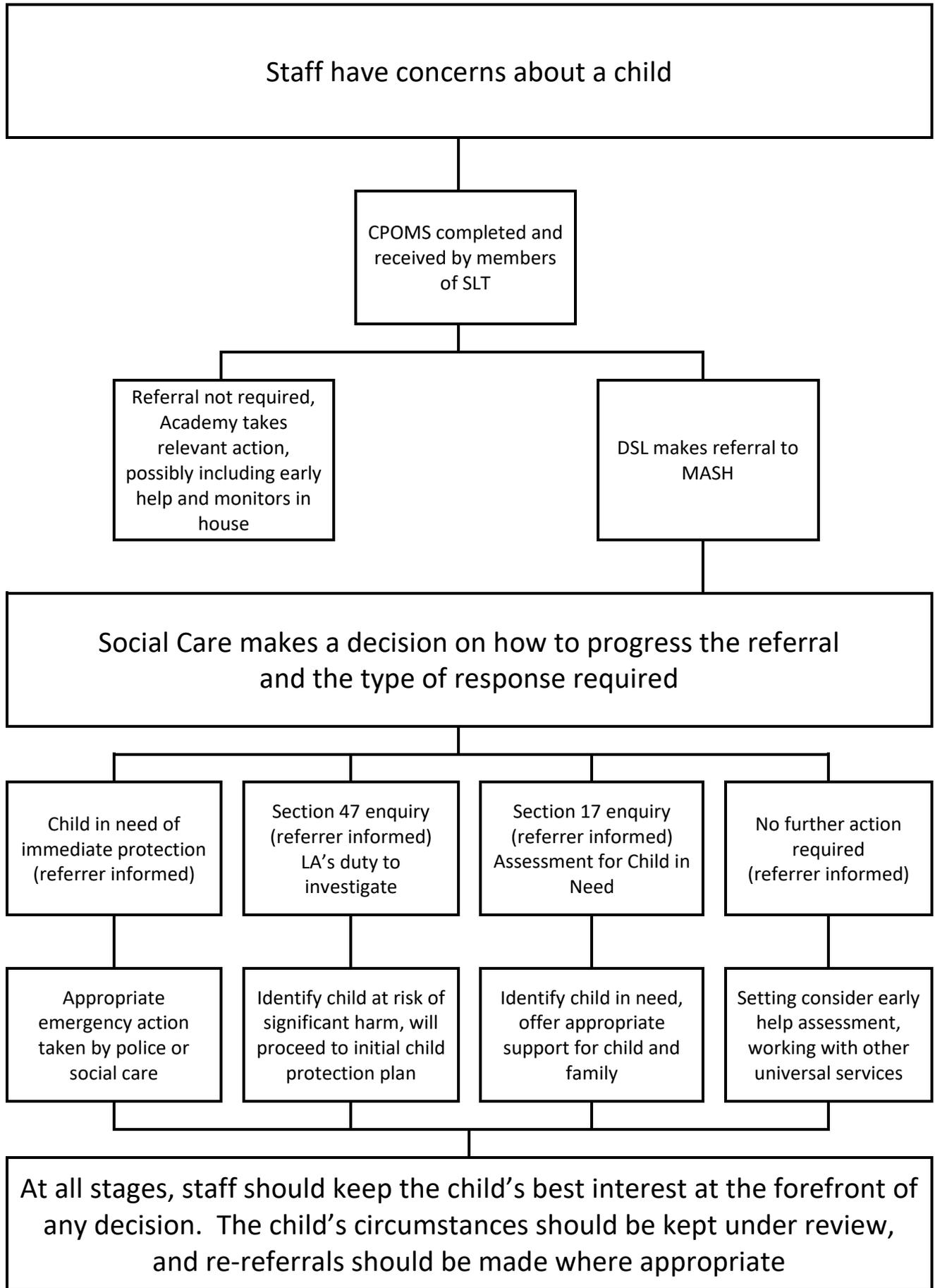
Please see following flow chart for further detail.

Attendance

A child going missing from education is a potential indicator of abuse or neglect. All staff have a responsibility to alert the DSL if they have concerns regarding a child’s attendance.

Supporting Staff

Kingfisher Learning Trust recognises that staff working in an Academy 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. The Academy will support such staff by providing an opportunity to talk through their anxieties with the DSL who may then recommend further support from Occupational Health or a Clinical Psychologist.



Allegations against Staff

All staff should take care not to place themselves in a vulnerable position with a child. If a child makes an allegation against a member of staff then the staff member receiving the allegation should inform the Head of School immediately. The Head of School will then discuss the content of the allegation with the Designated Officer for the Local Authority (LADO) before taking any action.

Whistleblowing

The Trust 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 about the attitude or actions of other staff and should be aware of the Trust's Whistleblowing Policy.

Information for Parents

The following statement will appear on the Academy's website to inform parents of all Academy duties in this respect:

Protecting Children from Abuse

Parents should be aware that the Academies in Kingfisher Learning Trust will take any reasonable action to safeguard the welfare of their children. In cases where the Academy has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Oldham Local Safeguarding Children's Board (OLSCB) procedures and inform MASH of their concern.

The OLSCB procedures instruct the school to contact the MASH Team Children's Services first, where sexual abuse is alleged/suspected.

Confidentiality

All safeguarding concerns are stored within CPOMS where they are logged detailing the date, name of child and the concern. All records are kept confidentially and securely within this system. Any additional paperwork is kept in a locked cupboard which is overseen by the DSL.

Preventative Work

The Trust is committed to each Academy developing pupil's communication and choice making skills which are crucial for life and their own wellbeing. The Trust recognises the need to encourage children to be aware of their own vulnerabilities too, and these areas will be addressed through the PSHE and Sex Education Curriculum. Ways of enabling the children to recognise and respond to any inappropriate and unwanted approaches, which may be made to them will also be considered.

This Policy has been informed by the following legislation and national and local guidance:

- Keeping Children Safe in Education
3rd September 2018 Statutory guidance DfE
- Working Together to Safeguard Children
26th February 2018 Statutory guidance DfE
- Ofsted Safeguarding Policy
17 July 2015 Guidance Ofsted
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings
March 2009 Guidance DfE
- What to do if you're worried a child is being abused: Advice for practitioners
March 2015 Guidance DfE
- The Children's Act 1989/2004

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance.

Supporting Trust Policies:

- Attendance
- Anti bullying
- Physical Intervention
- E-Safety
- Child Protection
- LAC
- Positive Response
- Health & Safety
- Induction Policy
- Whistleblowing policy
- Safer Recruitment