

# Todmorden High School Child Protection & Safeguarding Policy

2014/15

## Todmorden High School Child Protection & Safeguarding Policy 2014/15

The Headteacher is Mr Andrew Whitaker

This policy was developed on **17<sup>th</sup> June 2014**

This policy was signed off by the Governing Body on **16<sup>th</sup> July 2014**

The policy will be reviewed in **July 2015**

**The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is**

Mrs Emily Rawlinson – Assistant Headteacher (DSL trained on 9<sup>th</sup> & 10<sup>th</sup> October 2014)

Supported by Rezina Kelly (School's Safeguarding Advisory, Calderdale Council)

**The Deputy Designated Safeguarding lead is**

Sharon Pickles – Safeguarding Officer (DSL trained on 3<sup>rd</sup> December 2008, refresher training took place on 26<sup>th</sup> June 2014)

**Other School Leaders who have completed their DSL Training**

Gemma Cooper – SENCO (DSL Trained on 9<sup>th</sup> & 10<sup>th</sup> October 2014)

Andrew Whitaker – Headteacher (DSL trained on 9<sup>th</sup> and 10<sup>th</sup> October 2014)

**The name of the Designated Teacher for Children in Care is**

Emily Rawlinson – Assistant Headteacher (September 2014)

**The named Member of the Governing Body for safeguarding is** Mary Rooney.

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## Introduction

The policy is in line with:

- Calderdale Safeguarding Children Board Policies and Procedures which are available on [www.calderdale-scb.org.uk](http://www.calderdale-scb.org.uk)
- Working Together to Safeguard Children (2013)
- Keeping Children Safe in Education (2014)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2012

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable children in need to have optimum life chances

(Working Together to Safeguard Children, 2013)

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

## Section 1 School Commitment

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

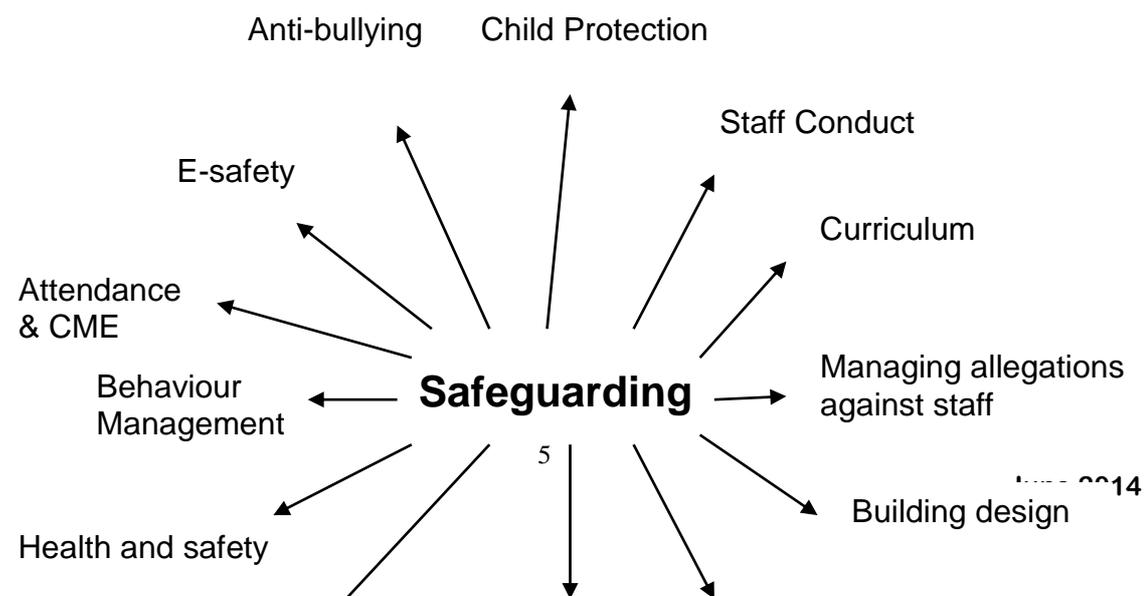
The purpose of this policy is:

- To inform staff, parents, volunteers and governors about the school’s responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

Everyone working in or for our school service shares an objective to help keep children and young people safe by:

- reading and understanding Part 1 of Keeping Children Safe in Education (2014)
- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

Todmorden High School is committed to safeguarding and promoting the well being of all of its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. the school ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read and thus agreed to adhere to any policies.



## **Section 2 Providing a Safe and Supportive Environment**

### **2.1 Safer Recruitment and Selection**

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSE) April 2014. We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSE (2014) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

This school is committed to keeping an up to date Single Central Record (SCR) or Register which covers the following people:

- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school, including Governors and volunteers;
- (for independent schools/academies/free schools) all members of the proprietor body

The Single Central Record (SCR) records the safer recruitment checks as listed previously and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

|                  |                         |            |                      |
|------------------|-------------------------|------------|----------------------|
| Andrew Whitaker  | (Headteacher)           | Adam Ryder | (Deputy Headteacher) |
| Jayne Shackleton | (Chair of Governors)    |            |                      |
| Mary Rooney      | (Safeguarding Governor) |            |                      |

The above people have undertaken Safer Recruitment Training within the last 5 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### **2.2 Safe Working Practice**

The Teaching Standards (2012), state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

Linked to our Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **2.3 Risk Assessments**

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, including Physical Education, practical lessons such as Design Technology and Science and for all educational trips and visits. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. The Calderdale Evolve system is used for the assessment of risk relating to educational trips and visits.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

### **2.3 Safeguarding Information for pupils**

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a designated safeguarding lead (DSL), who is a senior member of staff with responsibility for child protection and know who this is. Likewise all pupils know that there is a Deputy DSL who they would talk to if the DSL was not in school, We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are through regular student council meetings and through the feedback received from student prefects.

We make pupils aware of these arrangements through the tutor programme in school, through assemblies and through nominations/elections of form/year representatives for the school council.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

## **2.4 Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm. Each student is issued with a journal which contains information for parents/students relating to safety and procedures for seeking help, advice or to report concerns about any child.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, in order to protect a child.

Todmorden High School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the Learning Manager for their child initially, or directly to a member of the senior leadership team and we encourage use of Parent View as an opportunity to provide feedback to the school. We make parents aware of our policy via the school website ([www.todhigh.co.uk](http://www.todhigh.co.uk)) and the details are summarised in the school prospectus so that the policy is available and accessible at all times. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum through regular newsletters to parents and via the school website. Text messages and specific letters to parents will be used to communicate specific issues as required.

## **2.5 Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. The school works proactively with external agencies in order to promote a safe and supportive environment and to ensure students and families have access to support as required. These agencies include Calderdale MBC (Behaviour Support Service, Virtual School, Local Authority Designated officer for Safeguarding), Multi-Agency Screening Team (MAST), CAMHS, Police, Youth Offending Team, Health (School Nursing Service), Childline in Partnership with schools, NSPCC, RELATE.) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As a school we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore school will endeavour to attend appropriate inter-agency meetings such as Early Intervention Panels, CAF and TAC meetings, Child In Need reviews and Initial and Review Child Protection Case Conferences. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings.

## **2.6 School Training and Staff Induction**

The school's Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals, provided by Calderdale MBC's Schools Safeguarding Advisor. The DSL also attends other opportunities such as the DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Head teacher and all other school staff, including non teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic Safeguarding Awareness on an annual basis. Todmorden High School ensure that this takes place by the DSL/Safeguarding

Officer providing annual updates through face-to-face delivery or by coordinating online training. The online training also provides a mop-up arrangement for any staff or volunteers unable to attend whole school training. All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction. All staff sign to say that they have received and read the policy.

## **2.7 Support, Advice and Guidance for Staff**

Staff will be supported by Todmorden High School, Calderdale LA and professional associations. The designated safeguarding lead for Safeguarding/Child Protection will be supported by the nominated Governor for Safeguarding. The safeguarding officer will be supported by the Designated Senior lead for Safeguarding/Child protection and/or the nominated governor for safeguarding.

Advice is available from the Schools Safeguarding Advisor (Rezina Kelly 01422 392134).

Safeguarding is also an agenda item for each Raising Achievement Governor Working Group; each Critical Pupils Meetings and Staff Briefings where appropriate. Therefore there is an opportunity for discussion and to raise concerns on a weekly basis.

## **Section 3 Ensuring that Children are Safe at School and at Home**

### **3.1 Child Protection Procedures**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

The Child Protection Procedures detail what the school would define as abuse referring to the definitions from Working Together to Safeguard Children (2013) and Keeping Children Safe in Education (2014).

All staff follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2013' and the Calderdale Safeguarding Children Board guidance.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

### 3.2 Supporting the child and partnership with parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
  
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

### 3.3 Preventing violent extremism

*'Learning Together to be Safe, a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism'* was published in October 2008, as part of the previous Government's strategy on Preventing Extremism, or 'Prevent'.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated safeguarding lead immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer would take place and this would then determine the further response.

In terms of being aware of potential risks and signal events which can impact on our pupils and our school community the schools makes every attempt to:

- Ensure that the school are aware of and manage potential risks to pupils and the wider school community effectively
- Respond effectively to events, locally, nationally and globally, which could have an impact on individual pupils and on the school community.
- Regularly review emergency plans and procedures to prepare for future events and risks.  
*This might include the Emergency Evacuation Plan*

## Section 4 Managing Allegations

Where an allegation is made against any person working in or on behalf of the school the procedures detailed in the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures.