



# Safeguarding and Child Protection Policy

Senior member of staff responsible:	Mr A J Smith, Head Teacher
Designated member of staff:	Mr G Davies, Assistant Head
Governor responsible:	Mr M Jones
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**This policy is reviewed annually unless there are changes in legislation or guidance in the interim period, in which case it is updated to reflect the changes as and when necessary.**

# Safeguarding Children - Child Protection Policy and Procedure

## Section 1

### Policy Statement

#### Introduction

At Mary Webb School & Science College, we believe that it is always unacceptable for a child or young person to experience abuse of any kind and that safeguarding the welfare of **all** children and young people is everyone's responsibility.

We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. We believe that the Mary Webb School & Science College provides a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development.

It is the school's duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies and follow Shropshire Safeguarding Children Board (SSCB) procedures and acknowledge that the welfare of the child is paramount. Our statutory duties and supporting guidance are set out in Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016.

*Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with Working Together 2015 and Keeping Children Safe in Education (KCSIE) 2016.*

#### The aim of this policy is to:

- Ensure that the pupils' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Confirm the structured procedures to be followed by all members of the Mary Webb School community in cases of suspected harm or abuse.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities.
- Emphasise the appropriate safeguarding and child protection policies, procedures and arrangements for other service providers who use the school's premises.

**This policy will have consideration for, and be in compliance with, the following legislation, statutory guidance and key information**

- 'Keeping Children Safe in Education' - statutory guidance for schools and colleges, 2016 Department for Education (DfE)
- 'Working Together to Safeguard Children' - 2015
- The "Prevent" Duty - July 2015
- Counter-terrorism and Security Act 2015 - preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation.
- Female Genital Mutilation Act 2003 – Serious Crime Act 2015 – mandatory reporting of FGM from 31<sup>st</sup> October 2015
- Ofsted Common 'Inspection framework: safeguarding in maintained schools and academies' - September 2015
- SEND Code of Practice 2015
- Shropshire Safeguarding Children Board (SSCB) Procedure Guidance including the Neglect Strategy
- Shropshire Safeguarding Children Board (SSCB) Threshold Guidance Document
- The Equality Act 2010
- The Children Act 1989 and 2004

**Adult Roles**

All staff (including students and volunteers) at Mary Webb School & Science College are familiar with the definitions and signs and symptoms of abuse or neglect stated in Working Together to Safeguard Children March 2015 as set out in SSCB Contacts and Definitions Handout, see Appendix 1.

All staff are aware of their individual roles in safeguarding and promoting the welfare of children including their responsibility to be alert to any issues for concern in the child's life at home or elsewhere. We ensure that all staff (including students and volunteers) undergo an induction process where they are given copies of the procedures they must follow if they suspect abuse or neglect. On-going support is provided through regular link governor meetings and safeguarding reviews to ensure these policies and procedures are put into practice to protect children.

All staff update their child protection training at least every three years. All new staff will have a child protection briefing from the DSL prior to commencing their post and will undertake level 1 child protection training within their first term at the school. In addition, all staff members receive regular safeguarding and child protection updates (via staff briefings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead (DSL) who will take the lead for safeguarding and child protection issues is:

- Mr Garry Davies (Assistant Headteacher / SENCo)

The Deputy Designated Safeguarding Lead is:

- Miss Sarah Pugh (Key Stage 3 Leader)

Additional Safeguarding Leads are

- Mr Andrew Smith (Headteacher)
- Mrs Jenny Challinor (Administrative Team)
- Mr Mark Jervis (Key Stage 4 Leader)

The safeguarding link governor who oversees this work is: Mr Meurig Jones. Contact details for the safeguarding link governor can be obtained from the school office.

The photographs of all designated safeguarding lead's and the safeguarding link governor are prominently displayed around the school for ease of identification of these key contacts.

All of our Safeguarding Leads will update their child protection/safeguarding training every two years with the Designated Lead having specific responsibilities as listed in Appendices 2 and 3.

### **Staff Supervision (including students and volunteers)**

In order to ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCB approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting.

Staff supervision is also used to ensure that all staff remain suitable to work with children. This means staff are required to inform the Head Teacher of any medication they are taking and provide medical evidence that this will not impair their ability to look after children properly. All staff are reminded of this requirement annually. Staff are also required to disclose any information, which may lead to their disqualification as outlined in *The Statutory Framework for the EYFS 2017 3.14-3.18*

### **Record Keeping**

When a concern about a child's welfare or safety is raised it will be discussed with the designated lead and recorded on a "Safeguarding Incidents & Concerns Form", see Appendix 4. The designated lead will make a decision about whether the concern should be shared with another agency (see **decision making** below) or kept on record in case future concerns arise. The reason for the decision will be noted alongside the record.

All records will be stored in separate confidential files in a locked, secure place with restricted access. When a pupil transfers to another school within this or another authority, the confidential information held is forwarded under confidential cover and separate from the pupil's main file to the DSL for child protection in the receiving school. This procedure is undertaken for all pupil's transferring to the Mary Webb School or transferring from the Mary Webb School.

This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained, see Appendix 5.

Information is shared as necessary to protect children from harm. We follow the guidance in the HMG 2015 guide '*Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers*' and the HMG 2015 guide '*What to do if you are worried a child is being abused*'.

When information is being accumulated prior to possible referral we will start a chronology of events, see Appendix 6. The designated lead will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the designated lead decides not to refer, the reason will be noted on the child's chronology.

## **Section 2**

### **Decision making – ‘Accessing *the right service at the right time*’**

We take a holistic approach to safeguarding all children in our care and recognise that different families may need a different level of support at different times. To enable us to recognise at which level a family might require support; we use the Shropshire Safeguarding Children Board’s *Multi-Agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire*. [Shropshire Threshold Document](#), see Appendix 7.

This guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child’s needs might lie on this continuum, is the co-operation and engagement of parents and carers and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child’s needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns we identify this may, in itself, raise the level of the need and required level of action.

#### **Level 1 – Universal**

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

We anticipate that by working closely with parents and sign-posting families to other universal services within our community that we can meet the needs of children and families at this level.

***At this level parents will always be consulted before any action is taken.***

#### **Level 2 – Children in need of Early Help**

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child or young person. These children will be living in greater adversity than most other children or have a greater degree of vulnerability than most. If their needs are not clear, not known or not being met, a lead professional will coordinate a whole family assessment and plan around the child.

Sometimes in discussion with parents and carers and through our observations and records we may think a child and their family could benefit from additional support from outside agencies to ensure he/she reaches his/her full potential. This process is known as Early Help. We have knowledge of the different agencies which may be able to offer support and we will work with parents and carers to decide which support would be most appropriate for their family. We will work with parents to complete any Early Help referral forms required to access this support. If we are unsure of where to access support we will contact Compass for advice.

Further information about Early Help can be found at: <http://www.shropshire.gov.uk/early-help/>

***At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.***

### **Level 3 – Children with Complex Needs**

This level applies to those children identified as requiring targeted support. It is likely that for these children their needs and care are compromised. Only a small fraction of children will fall within this band. These children will be those who are vulnerable or experiencing the greatest level of adversity.

Children with additional needs: These children are potentially at risk of developing acute or complex needs if they do not receive early targeted intervention.

Sometimes in discussion with parents and carers and through our observations and records we realise that a child and their family have a number of needs which are preventing a child from reaching his/her full potential. In this case we will discuss the situation with parents and carers and try to identify each area of concern so that a range of other agencies can come together to offer support to the family.

With parental consent we will complete an Early Help assessment and contact Compass to help us identify and co-ordinate a range of other agencies. This multi-agency response will require a lead professional who may be a member of our staff.

***At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.***

### **Level 4 – Children with Acute Specialist Needs / Child Protection**

These are children whose needs and care at the present time are likely to be significantly compromised thereby requiring assessment under Section 47 or Section 17 of the Children Act 1989. These children may become subject to a child protection plan and need to be accommodated (taken into care) by Children's Social Care either on a voluntary basis or by way of Court Order. Section 17 of the 1989 Children Act states a child shall be taken to be in need if:

- (a) He/she is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- (b) His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services;
- (c) He/she is disabled.

Sometimes in discussion with parents and carers and through our observations and records we realise that a child is at risk of significant harm (see below) and we must take emergency action to ensure that the child is kept safe. If the Designated Lead is unsure whether or not the concern meets this threshold they will discuss the case with an Early Help Social Worker.

### **Significant Harm**

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt, damage or change the child's development.

It may be:

- the child is at risk of serious harm from others or themselves and requires skilled risk assessment and protection;
- the child or young person is likely to put others at risk or harm, distress or loss and a response needs to take account of the individual's interests and wellbeing of others;
- the child's circumstances, including their health, finances, living conditions or social situation, are likely to cause them or others serious harm, social exclusion or reduction of life chances;

- the situation requires assessment of, and intervention in unpredictable emotional, psychological, intra-family or social factors and responses;
- the circumstances are such that there are significant risks in both intervening and not intervening, when a fine judgement is required

Careful analysis and interpretation of information will enable practitioners and families to:

- think about what is important and identify needs or difficulties;
- explain why these have come about;
- understand the impact of strengths and pressures on the child or young person;
- reach agreement about what needs to be improved;
- agree the priority issues, aims and goals in terms of improving the child's wellbeing;
- agree a series of desired outcomes.

Consider:

- What is the experience of the child?
- When and how are the child's needs not being met?
- What are the effects on the child's current development and long-term effects?
- What are the child's needs, wishes and feelings regarding intervention and likely outcomes?

(Taken from: Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2017) [Shropshire Threshold Document](#)

### **Escalating / de-escalating concerns**

Just because a child is assessed at a point in time as meeting a "certain threshold criteria" it does not mean that they always will. An assessment is an on-going process, not an event; children's needs often change over time. The Designated Lead for Safeguarding will maintain an overview of all children with a plan to ensure children's needs are being met at the right level of intervention. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of the parents and carers – a lack of co-operation or appreciation about the concern may of itself raise the level of the need and required response.

*Children's Social Work and Safeguarding Step Down Guidance:* [Step Down Guidance](#)

### **The impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **Taking action**

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL or SL immediately
- if the DSL or SL is not able to be contacted ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family

- complete a record of concern
- seek support for yourself if you are distressed.

### **If you suspect a child is at risk of harm**

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use the "Safeguarding Incidents & Concerns Form, Appendix 4, to record these early concerns. If the child does begin to reveal that they are being harmed you should follow the advice in the section 'If a child discloses to you'.

If, following your conversation, you remain concerned; you should discuss your concerns with the designated person.

### **If a child discloses information to you**

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

### **During your conversation with the child:**

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.

- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person, together with your original notes.
- Seek support if you feel distressed.

Refer to and use Appendix 4 to record a concern.

## **Section 3**

### **Specific Legal Duties to Report**

New legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

#### **Radicalisation and the Prevent Duty**

The government set out its definition of British values in the 2015 Prevent Strategy – this promotes the values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

The Prevent duty is the duty under the Counter-Terrorism and Security Act 2015 on specified authorities (including schools), to have due regard for the need to prevent people from being drawn into terrorism. The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools are required to identify risks within their local context and identify children who may be at risk of radicalisation, and know what to do to support them.

The Prevent duty requires school monitoring and filtering systems to be fit for purpose. The school has a filtering system in place and its effectiveness is continuously monitored by Mr A Morris (Network Manager).

The Prevent duty means that all staff have a duty to be vigilant, and where necessary, to report concerns about internet use that includes, for example, the following:

- Internet searches for terms related to extremism
- Visits to extremist websites
- Use of social media to read or post extremist material
- Grooming of individuals

If a member of staff has a concern about a particular student's they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in this document.

The designated lead should contact West Mercia Prevent Team:

- DS Phillip Colley - 01386 591835
- DC Jamma Greenow - 01386 591825
- DC Gary Shepheard - 01386 591816
- PC Manjit Sidhu - 01386 591815

The Prevent Team email is: [prevent@warwickshireandwestmercia.pnn.police.uk](mailto:prevent@warwickshireandwestmercia.pnn.police.uk)

### **Female Genital Mutilation (FGM)**

If we become aware of any cases where girls are at risk of FGM or have actually been harmed, we will contact the Police immediately and follow up with a referral to Compass to ensure that we are meeting our reporting duties.

***We may not seek parental consent if it is thought that this would put the girl at increased risk.***

### **Domestic abuse and honour based violence**

Children living in households where there is domestic abuse which could be coercion or violence, including honour based violence could be at significant risk of harm. We will seek support for victims and their children through Compass.

***Depending on the level of risk, we may or may not consult parents before contacting Compass.***

## **Section 4**

### **Specific Safeguarding Issues**

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education July 2016, The Safeguarding and Welfare Requirements and accessing SSCB procedures at:

<http://www.safeguardingshropshireschildren.org.uk>

The school ensures that the DSL's are continually updated in all areas below. They are familiar with the referral pathways and specific toolkits and guidance available on the SSCB website.

- Bullying including cyberbullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- 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)
- Hate
- Mental health
- Missing children and adult's strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

The school recognises that expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools settings can be found on the TES, MindEd and the NSPCC websites. Staff can access government guidance as required on the issues listed below via GOV.UK and other government websites.

### **Peer on Peer Abuse**

Staff at Mary Webb School & Science College recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer abuse are supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age. Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse) and exploitation, some forms of peer on peer abuse are:

- **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video.

This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having possession of, or distributing indecent images of a person under 18 to someone else, young people could be breaking the law as these are offences under the Sexual Offences Act 2003.

- **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

- **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. In particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

- **Teenage Relationship Abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

It is vital that staff at Mary Webb School & Science College understand that the child who is perpetrating the abuse may also be at risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating. By helping them to

understand the nature of their behaviour and the effect it has on others it may prevent abuse as a whole.

Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCB Threshold Document to help with their decision making.

## **Section 5**

### **Safeguarding children with special educational needs and disabilities**

Mary Webb School & Science College recognises that children with special educational needs or disabilities (SEND) may present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child’s impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, that we are particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and that we seek professional advice where necessary.

### **Children Missing Education**

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Mary Webb School & Science College staff follow procedures for unauthorised absence and we have appropriate safeguarding policies, procedures and responses in place for dealing with children that go missing from education, particularly on repeat occasions. These procedures will help identify the risk of abuse and neglect, including sexual exploitation, and will help prevent the risk of a child going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

### **Safeguarding Children who are Looked After**

KCSiE 2016 has been amended to reflect the importance of the designated teacher for looked after children working with the virtual school head on how funding can best support the progress of a Looked After Child.

The school’s designated safeguarding lead has the relevant contact details of the child’s social worker and the name of the virtual head. The designated safeguarding lead works closely with the designated teacher. The designated teacher will ensure that the educational

achievement of children who are looked after is promoted and this person must have appropriate training.

The appointment of a designated teacher for looked after children is a statutory requirement for governing bodies of maintained schools and proprietors of academies.

## **Injuries**

At the beginning of each session or school day parents are requested to notify the school of any accidents, incidents or injuries which may affect their child before sending him/her to school. A note will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks or bruises, see Appendix 8.

Any serious injury occurring in the school e.g. broken bone, is reported to Health and Safety Executive (HSE) via RIDDOR. This is also reported to Ofsted within 14 days, see Appendix 9.

## **Safe use of ICT and mobile phones**

The use of mobile phones and other electronic devices such as computers, tablets, and game devices are commonplace. However, Mary Webb School & Science College recognises that although these devices have brought great benefit we also need to ensure that we help children to understand that there are dangers and how to keep themselves safe. This includes:

- Keeping personal details secure
- Understanding that not all content is appropriate, truthful or legal
- What to do if they do accidentally access inappropriate or illegal content
- What to do if they are upset by something they receive
- What to do if they intend to physically meet someone they have met on-line

Staff are able to use their personal mobile phones during their break times. During working hours, they must be kept out of the reach of children and parents. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it. Through induction, staff and volunteers are made aware of our “acceptable use policy” and “mobile technology protocols” for both home and when in the workplace. If any staff or volunteers breach this policy then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

Visitors to the school (including parents) are required to turn off their mobile devices when entering the school building.

We believe that photographs validate children’s experiences and achievements and are a valuable way of recording milestones in a child’s life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Mary Webb School & Science College. We take a mixture of photos that reflect the school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers.

Mary Webb School students are allowed to use their own mobile phones or devices at social times. However, they are not able to access the school’s internet server. Students must not taking images of other children whilst at school.

## **Section 6**

### **Partnership with families**

A copy of this policy is made available to all parents prior to their child joining our school as well as details of the complaints procedure. In general, any concerns will be discussed with parents and we will offer support.

All conversations, whatever the outcome, should be recorded appropriately in order to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue in order to inform the on-going planning and reviewing.

Practitioners working with families at a Universal, Early Help or Targeted level will need to get the consent of the family before any information is held or shared with other agencies. If the practitioner does not gain the family's consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance.

**With the exception of child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.**

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the school, would need to inform parents or carers that we are making a referral, unless to do so may:

- Place the child at increased risk of Significant Harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded.

If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of an Early Help Assessment and provision of services through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.
- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No assessment should take place. The rationale for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

**If a child has actually been injured or is in imminent danger of being injured then we will contact the emergency services, medical or police, immediately on 999.**

When making a Level 4 referral to Compass we will ensure we have a record of all details required detailed on a [Shropshire Multi-Agency Referral Form](#)

## **Section 7**

### **Prevention in the Curriculum**

Mary Webb School & Science College recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. Personal safety, including e-safety, is an integral part of the work undertaken by all students and is delivered through computer science lessons, PSHCE lessons and through the work undertaken by external agencies e.g. the Police, school nurse etc.

The PSHCE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
- The importance of Internet safety

## **Section 8**

### **Managing allegations of abuse made against staff (this includes apprentices), students or volunteers (see Appendix 10)**

Allegations which might indicate that a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position will be taken seriously. We have a duty to inform Ofsted of any serious allegations made against a person which suggests he or she has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

We also have a duty of care towards our staff. We provide support for anyone facing an allegation and provide employees with a named contact if they are suspended. It is essential that any allegations of abuse made against members of staff or volunteers are dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

If there are concerns about a staff member then this should be referred to the headteacher. Where there are concerns about the headteacher, this should be referred to the chair of governors. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

The LADO may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the LADO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it will be recorded by both the Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required we will follow the advice of the LADO and co-operate with any investigations. We will follow instructions about what can be disclosed to the accused and whether he/she should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

## **Whistleblowing**

Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency. Staff should refer to the school's 'Whistle Blowing Policy'.

## **Recruiting Staff**

We provide adequate and appropriate staffing resources to meet the needs of children. Job adverts and application packs make reference to our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in the Keeping Children Safe in Education 2016 in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children. This includes disqualification by association, where a registered provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.

We have procedures for recording the details of visitors, including prospective candidates, to the setting and ensure that we have control over who comes in to the premises so that no unauthorised person has unsupervised access to the children.

## **Appendix** (available as separate documents – see “Safeguarding Tool Kit”)

1. SSCB Contacts and Definitions (8 Pages)
2. Designated Safeguarding Lead Responsibilities (3 Pages)
3. Deputy Designated Safeguarding Lead Responsibilities (3 Pages)
4. Safeguarding Incidents and Concerns Form (1 Page)
5. Child Protection Documents Transfer Receipt (1 Page)
6. Child Protection Chronology (2 Pages)
7. Shropshire Threshold Document (31 Pages)
8. Body Maps (2 Pages)
9. Serious Incidents – Notifying Ofsted (1 Page)
10. LADO – Managing Allegations (2 pages)

## **Glossary**

CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
FGM	Female Genital Mutilation
HMG	Her Majesty's Government
HSE	Health & Safety Executive
KCSiE	Keeping Children Safe in Education
LADO	Local Authority Designated Officer
NSPCC	National Society for the Prevention of Cruelty to Children
PSHCE	Personal, Social, Health and Citizenship Education
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Co-ordinator
SL	Safeguarding Lead
SSCB	Shropshire Safeguarding Children Board
TES	Times Educational Supplement
VAWG	Violence Against Women and Girls