

# **South Bromsgrove High**

## **Safeguarding Students Policy**

**Reviewed by the Governing Body**  
**Next Review**  
**Policy responsibility**

**July 2016**  
**July 2017**  
**Paul Topping**

# Safeguarding Students Policy

## 1. Introduction

- 1.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications the Teachers' Standards 2012, 'Working Together to Safeguard Children' 2015 and 'Keeping Children Safe in Education' September 2016.201.
- 1.2. South Bromsgrove High fully recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of students.
- 1.3. Our policy, applies to all staff, governors and volunteers working in the school and all staff and governors receive a hard-copy.
- 1.4. There are five main elements to our policy:
  - Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with students;
  - Raising awareness of student protection issues and equipping students with the skills needed to keep them safe;
  - Consistent procedures for identifying and reporting cases, or suspected cases, of abuse;
  - Supporting students who have been identified as in need of early help or at risk of harm in accordance with any other plan associated with a student.
  - Establishing a safe environment in which students can learn and develop.
- 1.5 We recognise that because of the day to day contact with students, school staff are well placed to identify concerns early and to observe the outward signs of abuse. The school will:
  - maintain an environment where students feel safe, secure, valued and respected and are encouraged to talk, believing they will be listened to;
  - ensure students know of adults in the school whom they can approach if they are worried;
  - Include opportunities in the curriculum, specifically through PSHE and ICT, for students to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help.
- 1.6 We seek to ensure that students' wishes and feelings are taken into account when determining what action to take and what services to provide to protect them from harm. To this end we will:
  - Ensure there are systems in place for students to express their views and give feedback e.g. through school councils, questionnaires, and participation in anti-bullying/e-safety events;
  - Ensure that students' feelings are recorded on all referrals, but that it remains clear that the DSL will decide the appropriate next steps.

## 2. Procedures

- 2.1 We will follow the procedures set out by the Worcestershire Safeguarding Children Board (WSCB) and take account of guidance issued by the Department for Education (DfE) (2.3 below).
- 2.2 In addition the school has a Safeguarding Steering Group which meets half termly and is chaired by the Headteacher. Representation (including the named governor) ensures that SCR and recruitment, safeguarding protocols, educational visits and activities and health and safety issues that might impact on safeguarding are reviewed. The group also reflects on any incidents that have been referred to the Critical Incident Management team.
- 2.3 The school also takes account of guidance from Ofsted including the current document "Inspecting Safeguarding in schools" (July 2014)
- 2.4 The school will:
  - Have a senior leader nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support and whose role is understood by every member of staff (including temporary and supply staff and volunteers) and governors;
  - Have members of staff who will act in the absence of the DSL (Deputy DSL);
  - Have a nominated governor responsible for safeguarding students;
  - Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation

- (CSE), Children Missing Education (CME), Radicalisation and Extremism, and their responsibility for referring any concerns to the DSL, Headteacher or Children's Services in a timely manner;
- Ensure that the DSL and/or a deputy DSL is always available during school hours and has made adequate and appropriate cover arrangements for any out of hours/out of term time activities;
  - Ensure that parents have access to safeguarding policy information through the school's website;
  - Operate a protocol for visitors and community users which ensures the suitability of adults working with students on school sites at any time;
  - Ensure that the duty of care is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
  - Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines;
  - Follow procedures set out by the DfE and the WSCB where an allegation is made against a member of staff or volunteer, including making a referral to the DBS and/or NCTL if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, including making a referral to the Local Authority Designated Officer (LADO);
  - Operate safer recruitment practice, ensuring that at least one member on every recruitment panel has completed safer recruitment training.
- 2.5 Our procedures will be regularly reviewed and updated at least annually unless an incident or new legislation or guidance requires the need for an interim review.

### 3. Training

- 3.1 Staff joining our school will be informed of the safeguarding arrangements in place and receive induction in safeguarding and given a copy of this policy, the school's code of conduct and Part 1 and Annexe A of the DfE document "Keeping Children Safe in Education" Staff are required to sign to confirm that they have read and understood the policies.
- 3.2 All volunteers, supply staff and regular visitors to our school will be told where our policy is kept, given the name of the DSL and informed of the school's procedures in reporting concerns.
- 3.3 All staff will receive training in student protection and safe working practice, updated every three years, in line with LSCB guidance. In addition, they will receive safeguarding and child protection updates as required, but at least annually.
- 3.4 Staff with specific responsibility for safeguarding students will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two years. In addition to formal training the DSL and deputy/ies will update their knowledge and skills via WSCB newsletters, briefings, meetings and seminars, at regular intervals, at least annually.
- 3.5 Staff with leadership responsibilities will undertake further relevant training in safeguarding related issues such as CSE, Radicalisation (WRAP training), Management of Allegations of Abuse and cascade the learning from this training to the rest of the staff.

### 4. Responsibilities

- 4.1 **The Governing Body** will nominate a member to be responsible for safeguarding students and liaise with the DSL and or Headteacher in matters relating to safeguarding. It will ensure that:
- the DSL takes lead responsibility for safeguarding and child protection and does not delegate this responsibility;
  - the DSL role is explicit in the role holder's job description;
  - safeguarding policies and procedures are in place, available to parents on the school website or by other means and reviewed annually;
  - mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education
  - an annual report on the effectiveness of the school's safeguarding procedures is presented to the governing body and returned to the Local Authority to meet s175/157 requirements
  - any weaknesses brought to its attention relating to safeguarding are remedied without delay;
  - it complies with all legislative duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism

#### 4.2 **The Headteacher** will ensure that:

- the safeguarding policies and 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 student protection;
- All staff feel able to raise concerns about poor or unsafe practice and that these are handled sensitively and in accordance with the whistleblowing procedures
- All allegations of abuse are reported to the LADO in a timely manner.

#### 4.3 **The DSL** will co-ordinate action on safeguarding and promoting the welfare of students within the school setting. The DSL is responsible for:

- Organising student protection induction training for all newly appointed staff and whole staff training, refreshed at least every 3 years with annual updates as required
- Undertaking, in conjunction with the Headteacher and Safeguarding Governor, an annual audit of safeguarding procedures, using the County safeguarding checklist;
- Making use of the Levels of Need guidance when making a decision about whether or not the threshold for Early Help or Social Care intervention is met;
- Referring a student to the Family Front Door when there are concerns about possible abuse and neglect.
- Referring a child to the Channel Panel when there are concerns about possible radicalisation or involvement in extremist groups;
- Keeping written records of concerns about students, including the use of body maps, even where there is no need to refer the matter immediately;
- Ensuring all student protection records are kept securely, separate from the main student file, and in locked locations;
- Ensuring that all student protection files are transferred in a safe and timely manner when a student moves settings, both between and across phases, within and out of county;
- Notifying the key worker if there is an unexplained absence of more than two days of a student who is subject to a child protection plan;
- Monitoring unauthorised absence, particularly where students go missing on repeated occasions, reporting concerns in line with 'missing students' procedures;
- Developing effective links with relevant agencies and other professionals and co-operate as required with their enquiries regarding safeguarding matters including co-operation with serious case reviews, attendance at strategy meetings, initial and review student protection conferences, core group and student in need review meetings;
- Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first, whenever possible;
- Co-ordinating a programme of safety, health and well-being through the curriculum, including issues of protective behaviours, healthy relationships, staying safe on-line, and the promotion of fundamental British values.

## 5. Procedures for Managing Concerns or Disclosures

Our school adheres to child protection procedures that have been agreed locally through the Worcestershire Safeguarding Children Board (WSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the [West Mercia Consortium inter-agency procedures](#) and the [WSCB Levels of Need Guidance](#).

- 5.1 When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.
- 5.2 All staff are encouraged to report any concerns that they have and not see these as insignificant. It is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity.

- 5.3 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 5.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy designated lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 5.5 If a student discloses directly to a member of staff, training requires that we:
- Listen carefully to what is said
  - Ask only open questions such as:
    - 'Tell me what happened.'
    - 'Please explain what you mean when you say .....
    - 'Can you describe the person?' or 'Can you describe the place?'
  - Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. 'Did your Dad hit you?'
  - Do not force the student to repeat what he/she said in front of another person
  - Do not begin an investigation – for example by asking the student to record what happened in writing or taking a photograph of any injuries
  - Report immediately to the DSL and complete a hand-written record using the agreed form as soon after the disclosure as possible and in any case within 24 hours, using the student's words as far as possible. Use body maps to record any observed injuries.
- 5.6 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 5.7 All referrals will be made in line with **local procedures** as detailed on the **Worcestershire website**.
- 5.8 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately.
- 5.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:
- the situation is an emergency and the designated senior person, their deputy and the Headteacher are all unavailable;
  - they are convinced that a direct report is the only way to ensure the pupil's safety.
- 5.10 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.
- 5.11 Special Educational Needs and Disability (SEND)
- We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers.

### 5.12 Child Sexual Exploitation (CSE)

We recognise that CSE is a form of child abuse involving criminal behaviours against children and young people which can have a long-lasting adverse impact on a child's physical and emotional health. Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. It may also be linked to child trafficking.

The school addresses the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

### 5.13 'Honour Based' Violence

We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency 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. 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 in England and Wales, to personally 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. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015).

### 5.14 Radicalisation and Extremism

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with [WSCB procedures](#) and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and, where political issues are brought to the attention of the students, reasonable steps have been taken to offer a balanced presentation of opposing views.
- We make our contribution to promoting British values clear on the school's website.

## 6. Information Sharing & Confidentiality

- 6.1 We recognise that all matters relating to student protection are confidential.
- 6.2 The Headteacher or DSL will disclose any information about a student to other members of staff on a need to know basis only.
- 6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard students.
- 6.4 All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or well-being.

## 7. Communication with Parents

- 7.1 We recognise that good communication with parents is crucial in order to safeguard and promote the welfare of students effectively.
- 7.2 We will always undertake appropriate discussion with parents prior to involvement of another agency **unless to do so would place the student or an adult at further risk of harm or would impede a criminal investigation.**
- 7.3 We will ensure that parents have an understanding of the responsibilities placed on the school and staff to safeguard students and their duty to co-operate with other agencies in this respect.

## 8. Record Keeping

- 8.1 Any member of staff receiving a disclosure of abuse from a student or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the student's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns will be recorded using the school's safeguarding students recording system.
- 8.2 All records of a student protection nature will be passed to the DSL including case conference or core group minutes and written records of any concerns. Student protection records are kept securely and transferred in a safe and timely manner when a student moves school.
- 8.3 The DSL will maintain and regularly audit the school's student protection records and ensure that each stand-alone file includes a chronology of significant events.

## 9. Supporting Students

- 9.1 The school will endeavour to support all students by:
  - Encouraging self-esteem and self-assertiveness through the curriculum, as well as promoting respectful relationships, challenging bullying and humiliating behaviour;
  - Promoting a positive, supportive and secure environment giving students a sense of being valued;
  - A consistently applied school behaviour policy which is aimed at supporting vulnerable students. The school will ensure that the student knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
  - Liaising with other agencies that support the student such as Children's Social Care Services, CAMHS, EP Service and those agencies involved in the safeguarding of students;
  - The use of Early Help Services, through the Family Front Door, when appropriate;
  - Notifying Children's Services immediately there is a significant concern;
  - Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the student's new setting.

## 10. Supporting and Supervision of Staff

- 10.1 We will support staff involved with a student who has suffered harm, or appears to be likely to suffer harm, and have found the situation stressful/upsetting by offering an opportunity to talk through their anxieties with the DSL and to seek further support such as counselling.

- 10.2 We will enable supervision for the DSL through network meetings, direct consultation with the Senior Adviser or advanced social work practitioners in order to promote best practice and challenge unsatisfactory or poor practice.
- 10.3 In order to reduce the risk of allegations being made against staff, and ensure that staff are competent, confident and safe to work with students, they will be made aware of safer working practice guidance.

## **11. Safer Recruitment and Selection of Staff**

- 11.1 Our recruitment and selection policy statement links explicitly to this policy and is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.
- 11.2 Our recruitment process is robust in seeking to establish the commitment of candidates to support safeguarding and to identify, deter or reject people who might pose a risk of harm to students or are otherwise unsuited to work with them.
- 11.3 All staff who have substantial access to students have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK.
- 11.4 All teachers working within our school have been checked using the Teacher Services website to ensure they have been awarded QTS, they have completed their teacher induction and that there are no prohibitions, sanctions or restrictions in place that might prevent them from taking part in certain activities or working in specific positions.
- 11.5 Our governors are subject to an enhanced DBS check without barred list check, in line with Worcestershire recommendation.
- 11.6 We maintain a single central record of recruitment checks.
- 11.7 Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.
- 11.8 Volunteers who are not working in regulated activity, will be supervised at all times.

## **12. Allegations against staff**

- 12.1 If a student makes an allegation against a member of staff which meets the criteria as identified in Part 4 of Keeping Students Safe in Education, the member of staff receiving the allegation will immediately inform the DSL and the Headteacher, unless the allegation concerns the Headteacher, in which case the Chair of Governors will be informed immediately.
- 12.2 The Headteacher (or Chair of Governors) on all such occasions will discuss the content of the allegation with the LA's Senior Adviser for Safeguarding Students in Education or the Local Authority Designated Officer (LADO), prior to undertaking any investigation.
- 12.3 The school will follow the DfE and LA procedures for managing allegations against staff, a copy of which is readily available in the school.
- 12.4 The case manager will be guided by the Senior Adviser and/or LADO in all matters relating to the case, including suspension, sharing of information and any follow up investigation.

## **13. Confidential Reporting (Formerly whistleblowing)**

- 13.1 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting policy.
- 13.2 Concerns about attitudes/actions of the Headteacher should be raised with the Chair of Governors.

## **14. Complaints or Concerns expressed by Students, Parents, Staff or Volunteers**

- 14.1 We recognise that listening to students is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual student will be listened to and acted upon in order to safeguard his/her welfare.
- 14.2 We will also seek to ensure that the complainant is informed about the action the school will take, the length of time likely to be required to resolve the complaint and the progress of the complaint. The school's complaints procedures are readily available.



## **15. Positive Physical Intervention**

- 15.1 Our policy on positive handling is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and with minimal force necessary to prevent injury or damage to property.
- 15.2 We understand that physical intervention of a nature that causes injury or distress to a student may be considered under management of allegations or disciplinary procedures.
- 15.3 Staff who are likely to need to use physical intervention are appropriately trained in the Team Teach technique.
- 15.4 All incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures.
- 15.5 We recognise that contact is appropriate in the context of working with students and staff that have been given 'safe working practice' guidance about their professional boundaries

## **16. Abuse of Position of Trust**

- 16.1 We recognise that as adults working in the school, we are in a relationship of trust with students in our care and acknowledge that it could be considered a criminal offence to abuse that trust.
- 16.2 We acknowledge 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 are acceptable within a position of trust.
- 16.3 We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

## **17. Looked After Children**

- 17.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's Virtual Head for children in care.

## **18. Children Missing Education (CME)**

- 18.1 We recognise that a child going missing from education is a potential indicator of abuse or neglect.
- 18.2 Our procedures for dealing with children that go missing from education are based on the LA and LSCB procedures.
- 18.3 We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.
- 18.4 We will ensure that we report children missing education to the LA CME officer, in line with statutory requirements.

## **19. Racist Incidents**

- 19.1 The school treats any incidents which may have a racist component very seriously. We have a separate policy for, and maintain a log of, such incidents.

## **20. Shared Respect**

- 20.1 This separate policy details our procedures for managing situations where intimidation or bullying which may include cyber-bullying, homophobic and gender related bullying, has taken place. We recognise that students with special needs and/or disabilities may be more susceptible to such intimidation. We maintain a log of bullying incidents in school.
- 20.2 We recognise that there will be occasions when bullying incidents will fall within child protection procedures or may be deemed criminal activity and that it may be necessary to report the concerns to the Family Front Door or to the Police.

## **21. E-safety**

- 21.1 All members of staff are trained in e-safety and in recognising and reporting concerns.
- 21.2 Our Acceptable Use policy recognises that internet safety is everyone's responsibility and that students may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies and may find themselves involved in activities which are inappropriate or illegal. We recognise our responsibility to teach students about appropriate behaviours to enable them to remain both safe and legal when using the internet and related technologies.
- 21.3 We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the school network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

## **22. Photography and use of images (including hand held devices)**

- 22.1 Consideration should always be given as to whether photography will place students at risk.
- 22.2 For this reason consent is always sought when photographing students and additional consideration given to photographing vulnerable students, particularly Looked After Children or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Looked After Children).
- 22.3 Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

## **23. Health & Safety**

- 23.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our students.
- 23.2 The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety and has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.

## **24. Private fostering arrangements**

- 24.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.
- 24.2 Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- 24.3 Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.
- 24.4 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible.
- 24.5 If we become aware of a privately fostering arrangement, we will check that Children's Services have been informed.

## **25. Challenge and Escalation**

- 25.1 We recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard students.
- 25.2 As part of our responsibility for safeguarding students, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the student and promoting their welfare.

- 25.3 We are aware of the WSCB escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of students.

## **26. Monitoring and Evaluation**

- 26.1 The following procedures will be monitored and evaluated by the Safeguarding Steering Group:
- Completion of the annual safeguarding audit;
  - Completion and return to the LA/WSCB of the annual safeguarding report to the Governing Body;
  - Student surveys and questionnaires;
  - Scrutiny of data and risk assessments including those related to educational visits;
  - Scrutiny of the school's single central record of recruitment checks;
  - Monitoring of logs of bullying/racist/behaviour incidents and PPI records;
  - Supervision of staff involved in student protection;
  - Case file audits undertaken by the DSL and WSCB

## **27. Other Relevant Policies**

- 27.1 The Governing Body's statutory responsibility for safeguarding the welfare of students goes beyond basic student protection procedures.
- 27.2 Our duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies and protocols, for instance:
- Staff Behaviour / Staff Code of Conduct
  - Allegations of Abuse against Teachers and other Staff
  - Complaints Procedure
  - Behaviour Management
  - Shared Respect
  - Positive Physical Intervention
  - Special Educational Needs
  - Trips and visits
  - Work experience and extended work placements
  - First aid and the administration of medicines
  - Health and Safety
  - Sex and Relationships Education
  - Safe and Appropriate Use of Images
  - Equal Opportunities
  - E-safety and Acceptable Internet Use
  - Whistleblowing (Confidential Reporting)
  - Preventing Extremism and Radicalisation

## **Contacts**

### **Internal**

Designated Safeguarding Lead for Student Protection

Kristy Pascoe

Deputy Designated Safeguarding Lead(s)

Louise Colley

Claire Wilkin

Nick Coates

Kate Nicol

Governor responsible for safeguarding students

Alyson Jewson

Chair of Governors

Alyson Jewson

### **External**

Children's Services Family Front Door (Professional number)

01905 822666

Out of Hours Emergency Duty Team

01905 768020

Police 24hrs non-emergency

101

Police Emergency

999

NSPCC Helpline

0808 800 5000

Senior Adviser for Safeguarding Students in Education

01905 843656

Local Authority Designated Officer (LADO)

01905 843311

### **Channel/Prevent contacts:**

Local Authority – Paul Kinsella 01905 846550 [pkinsella@worcestershire.gov.uk](mailto:pkinsella@worcestershire.gov.uk)

West Mercia Police – DC Neil Rawlins 01386 591840 [neil.rawlins@westmercia.pnn.police.uk](mailto:neil.rawlins@westmercia.pnn.police.uk)