



St Hugh's Communication & Interaction Specialist College



Working together for Success

Safeguarding Policy

This policy is designed to be read by all staff and students of St Hugh's

DRAFT School Safeguarding Policy and Governors Checklist

The **Local Safeguarding Children Board (LSCB)** is the key statutory mechanism for agreeing how relevant organisations will co-operate to safeguard and promote the welfare of children and ensure the effectiveness of what they do.

This document is an overview of safeguarding work in schools. In the case of any serious incident schools should always make reference to formal LSCB guidance.

Procedures can be accessed through www.northinccs.gov.uk/cppo

“Every Child Matters”

When the government published “Every Child Matters” it raised 5 key issues that were deemed essential to the complete development of each and every child. These issues stated that every child must:

- be and stay safe
- be healthy
- be able to enjoy and achieve
- be able to achieve economic well-being
- make a positive contribution

There was a clearly stated need that, while each area of society has an important part to play in child development, schools must embrace the document both individually and collaboratively.

The government has published a policy “Safeguarding Children and Safer Recruitment in Education” (DCSF/04217/2006) and this school has used this in formulating its own safeguarding statement.

The definition of Safeguarding Children that schools work to is:

‘The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.’

(Reference Stay Safe Action Plan DCSF 2008)

This definition covers the full spectrum of safeguarding:

- **Universal safeguarding** – Working to keep all children and young people safe and create safe environments for all children
Standard head inquiry letter
Food & Drink policy
Hydrotherapy policy
Moving & handling policy
Medicines Policy
Health & Safety Policy
Emergency Action plan
CP Policy
Anti bullying policy
Bereavement policy
- **Targeted safeguarding** – Some groups of children are more at risk than others, and it is important to target policies and services to these groups, to help keep them safe from harm i.e. children with additional needs or children in need
- **Responsive safeguarding** – Unfortunately, no matter what we do, there will always be some children and young people who suffer harm. We need to respond quickly and

appropriately when this happens – supporting children and dealing with those who harm them i.e. children in need of protection

(Reference Stay Safe Action Plan DCSF 2008)

St Hugh's Communication & Interaction Specialist College School Safeguarding Children Statement

St Hugh's fully recognises its responsibilities for safeguarding and promoting the health and well-being of all the children in its care. Our Designated Safeguarding representative for the school is Katrina Finnigan and the deputy designated representative for the school is Tracy Millard. The nominated Governor for Safeguarding is (Liz Kearsley)

We therefore strive to:

- Ensure we practice safer recruitment in compliance with the LSCB Standards for Safer Recruitment 2008
- Raise awareness of safeguarding issues and equip children with the skills needed to keep them safe including the use of advocates where appropriate
- Implement the North Lincolnshire LSCB procedures for identifying and reporting cases, or suspected cases, of abuse
- Support children who have been abused in accordance with the North Lincolnshire's LSBC procedures
- Establish a safe environment in which children can learn and develop
- Ensure that all staff receive appropriate safeguarding training in compliance with the LSCB Training Strategy

We are aware that because of the day-to-day contact with the children, school staff are well placed to observe the outward signs of harm. We, therefore, work hard to:-

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried

We are aware that children who are significantly harmed or at risk of significant harm or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support children through: -

- The content of the curriculum
- Supporting the appropriate assessment of their needs
- The school ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued
- The school behaviour policy, which is aimed at supporting vulnerable children in the school. The school will ensure that the child knows that some behaviour is unacceptable but they are valued and not blamed for any harm, which has occurred
- The school Anti- Bullying Policy is also aimed at protecting vulnerable pupils who may have been victims of abuse
- Liaison with other agencies that support the child such as Children and Family Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service
- Developing positive relationships with students particularly those who are vulnerable

The Health and Safety Policy

The school has a health and safety policy, which is monitored each term by the relevant committee of the school governors. A copy of this policy can be viewed by arrangement at the school office. The LA produces a monitoring checklist, which has to be completed on a yearly basis. The Head Teacher, the member of staff with responsibility for Health and Safety and the Governors with

responsibility for Health and Safety oversee this comprehensive list. Any concerns from staff are reported to any of the above and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.

There is also a critical incidents plan that details what staff and parents should do in the case of emergencies.

Risk Assessment is undertaken for activities, visits and trips.

In addition to the Health and Safety Policy there are policies regarding Food and Drink and Food and Hygiene. These determine safe practices in school and the Kitchen/ Dining Room. There are also a hydrotherapy policy and moving & handling policy to ensure the safety of staff and students.

First Aid

In school there are trained members of staff who oversee first aid. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow: If available the school nurse is consulted

- A person trained in first aid is consulted
- The incident is logged in the accident book by the reporting member of staff, generally the first aider
- For head injuries a note to parents/carers is issued
- If there is any doubt at all a parent/carer is contacted
- Inform the office in case parents contact school

For guidance around giving pupils medicine please see separate Medicines Policy

Some students have emergency care plans and in case of injury /treatment required these plans will be followed.

For matters of an intimate nature, staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Head Teacher or Deputy. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. In rare circumstances the appropriate emergency service will be contacted as a matter of urgency before the parent.

Site security

St Hugh's Communication & Interaction Specialist College provides a secure site, which is controlled by precise management directives to which everyone on site must adhere. Laxity can cause potential problems to safeguarding. Therefore:

- Doors should be closed to prevent intrusion but to facilitate smooth exits
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window
- Children will only be allowed home with adults with parental responsibility or confirmed permission
- Empty classrooms should have closed windows they are able to fully open
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out (Secondary schools will have a different arrangement)
- Students who are deemed to be at risk of absconding will have their own personal handling plan and risk assessment/behaviour plan.

Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Then police and parents will be informed of the circumstances. Where possible students will be closely supervised by staff out of school premises.

Attendance

Excellent attendance is expected of all children. When children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification school has a policy of phoning home to ascertain each child's whereabouts.

The school works closely with the Local Authority's Education Welfare Officer whenever a child's attendance and punctuality causes concern. Attendance rates are collated each term and reported termly to the governors, and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school has a duty to report such issues to the LA and the LA has a duty to consider investigating the issues and in some cases to instigate legal action. There are some students who are considered disaffected and individualised learning packages will be devised and monitored by the school and collaborative learning partners.

NB Be aware that absence can be an indicator of other issues including those around safeguarding.

Children Missing from School

The Education and Inspectors Act 2006 places a duty on Local Authorities to establish the identities of children missing from education in their area. The school must comply with the LSCB Missing Children procedures. (Missing in Education paperwork). The school will explore why children are not in school and report as per the LSCB procedure to the Education Welfare Service. Relevant staff will be trained on understanding the additional vulnerabilities that missing children may have.

Appointments of staff and induction of newly appointed staff and work placements

All staff appointed to schools will be in compliance with "Safeguarding Children and Safer Recruitment in Education"(DCSF 2007) and will operate within the LSCB Standards for Safer Recruitment procedures (2008). People working and volunteering in schools are required by law to have an enhanced Disclosure and Barring Service (DBS) check. This will provide any information to the registered body (NLC) on any convictions, cautions or other police information relevant to the work. The Local Authority will consider the relevance of information on the DBS clearance and seek further information from the person if there is cause for concern. Where there is a considered risk to working with Children a decision will be taken by the Head Teacher and/or Chair of governors together with the Local Authority as to whether to progress the appointment or not.

At least one member of the recruitment panel will have completed the accredited safer recruitment training. This can be accredited through the Council's one-day training course or the National College for School Leadership (NCSL) accredited train the trainer two-day course.

Further information and advice regarding safer recruitment issues can be obtained through the Council's Human Resources team tel. 01724 297003.

All new staff in the school will receive an induction programme including safeguarding children. (the LSCB Safeguarding Induction package is available for schools)

Key school staff will undergo level 2 Child Protection Awareness training. (See LSCB Training Strategy)

Induction of volunteers

For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building the school initiates an enhanced DBSB search.

Visitors, who do not yet have clearance, will under no circumstance be left alone with a child or group of children.

Welcoming visitors

It is the responsibility of the employing statutory agency of the professional personnel visiting schools to ensure that their staff, have appropriate and up to date DBS checks in place. The school will assume that these appropriate DBS checks are in place but can request confirmation of staff identity and DBS clearance at any time should they deem it necessary. All professional personnel visiting schools will have appropriate identity, which they must produce upon visiting the school. The school will check identity of staff before admittance into the school and all visitors will be expected to sign in. People undertaking work on site who may not have a DBS will be allowed in school whilst students are present with supervision from a member of school staff. All other visitors to the school will be accompanied at all times by staff in the school.

The Child Protection Policy

The designated adult for Child Protection is Tracy Millard/Katrina Finnigan and the designated governor responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations being made against the head teacher is Liz Kearsley. There is a detailed Child Protection Policy, which will be attached to this document. It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. Certain governors and all staff have had appropriate Child Protection Training, which is updated at least every three years.

The child protection policy includes a statement on physical restraint. This school follows DCSF guidelines 10/98 which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment. (See the Positive Handling Policy)

All concerns regarding children at risk of significant harm will be dealt with following the LSCB Procedures via the Child Protection Coordinator.

The contact details for referrals to Children and Families Duty Suite is 01724 296500 (office hours) 01724 296555 (out of hours)

The Design of the Curriculum and the Extra Curriculum Agenda

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in Personal, Social, Health and Citizenship Education, where relevant issues are discussed with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and reflect upon these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed, and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all daily trips are finally authorised by the Deputy Head Teacher and if necessary the Head teacher is consulted.

Visiting speakers, with correct clearance, are always welcome into school so that they can give specialist knowledge to the children.

Through the PSHE and SRE curriculum students are taught social, emotional and behavioural skills to help raise self-esteem. Children and young people with good self esteem value and seek to protect themselves and others.

Internet Safety

Children should be encouraged to use the internet as much as is possible, but, at all times, in a safe way. Parents are asked each year if they agree to their child using the internet. Students/Parents are informed via the school journal of the schools expectation regarding internet safety. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child, the issue should be reported to the Head Teacher without delay.

The school is part of the Regional Broadband Consortium and internet access is secured through this internet provider.

The school will operate in compliance with the agreed Acceptable Use Policy.

The school is encouraged to update this guidance on E safety to comply with the LSCB procedures, which will be distributed to all schools in January 2009.

Diversity and Equality

Please refer to Race, Gender and Disability equality schemes

The school will operate in compliance with the North Lincolnshire Council Diversity Policy.

At St Hugh's Communication and Interaction Specialist College we try to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all at St Hugh's School are considered equal in the learning partnership. When children have special needs we make arrangements to inform parents and design specific programmes. Every effort is made to give all children equality of access and the school fully appreciates that some children will need more support.

All children, whatever their needs or circumstances must be able to take a full and active part in every lesson and every measure must be taken to ensure this, e.g. support around language or physical disability.

Positive Interaction (Please refer to positive intervention support policy)

Good behaviour is essential in any community and at St Hugh's School we have high expectations for this. Our Behaviour Policy details the rewards and sanctions available to staff. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are numerous rewards available to children:

- Stickers / dip in the tin / merits
- Showing another teacher good work
- Certificates
- Cups / trophies
- Celebration assemblies
- Team Merit trips
- Phone calls to parents
- Notes in journals
- Termly behaviour draw

But the sanctions range from:

- Discussion regarding appropriate behaviour Positive interventions – verbal /physical
- White slips
- Involve students in decision making about sanctions and rewards

- Behaviour contract
- Being removed from class/ planned time out
- Break / lunchtime options
- Reporting to a senior member of staff
- A letter home
- Isolation / Exclusion

Staff are discouraged from handling children, but when they deem it is safest to do so, guidance has been given on safe methods of restraining a child so that they do not harm either themselves or others.

Anti Bullying Policy (Please refer to Anti-Bullying Policy)

The St Hugh's Communication & Interaction Specialist College definition of bullying is:

"Bullying is a behaviour which can be defined as a repeated attack, physical, psychological, social or verbal by nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gratification." (Besag, 1989)

The school agree with The Anti Bullying Alliance, that bullying falls into 2 categories:

- **emotionally harmful behaviours** such as taunting, spreading hurtful rumours and excluding people from groups
and:
- **physically harmful behaviours** such as kicking, hitting, pushing or other forms of physical abuse.

and it is bullying if:

- It is repetitive, willful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless

The school's response to this is unequivocal.

Adults must be informed immediately and action will take place.

Students are encouraged to 'TELL'. Although bullying in this school is rare the school always acts swiftly with a process of investigation, communication and action. Bullying will not be tolerated.

Students are encouraged to use learning mentors 'share and tell' box.

There is a more detailed Anti-bullying Policy that is available from the school office, by arrangement.

The school is also committed to the North Lincolnshire Anti Bullying Strategy.

Racial tolerance

In line with the Diversity Policy the school asserts that pupils will be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism.

If anyone ever feels unjustly treated then the school welcomes and values a response. It is in working together that we will make St Hugh's Communication and Interaction Specialist College even better.

Racism is tackled in both the RE and in the PSHE (secondary) curriculum. The students take part in discussions designed to raise awareness and address prejudices. From time to time visitors work with the children.

Racist incidents are reported termly to the local Authority.

Record Keeping

We take account of guidance issued by the Department for Children, Schools and Families and the outcomes of 'Every Child Matters to:-

- Keep written records of concerns about children, even where there is no need to refer immediately. (ROC files)
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that, when a child on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Photographing and videoing

At St Hugh's Communication & Interaction specialist college we have taken a sensible, balanced approach to photographs and videoing in schools and schools activities outside the school. The school will seek individual permission from parents/guardian to photograph the individual child; this may be done upon entry to the school at the beginning of the school year. For group activities permission will be sought from all parents/guardians. If an individual parent does not agree to the photographing or videoing of their child in the group activity this may prohibit photographing or videoing the group activity or it will be done sensitively without including the specific child in the photographs or video for example the end of the year prom/sports day/generic assemblies whole school.

The school will operate within the above guidelines, which allows parents to photograph or video.

School photographs that are for use outside school are anonymous unless specific permission has been received from parents/guardian.

Whistle-blowing

Any member of staff or visitor to the school who has concerns about people working with children and their suitability, whether they work in a paid or unpaid capacity have a responsibility to follow the LSCB Managing Allegations Against People who work with Children Procedures. They should notify the nominated senior manager for Learning, Schools and Communities. The Local Authority Designated Officer (LADO), should also be contacted on 01724 298293. All concerns reported will be appropriately recorded and information treated according to the school confidentiality policy. For any complaints about the Head Teacher the Chair of Governors should be contacted directly.

Safeguarding

Governors Compliance Checklist

		Yes	No
1	The school has in place a safeguarding and child protection policy that has been agreed by the governing body		
2	The school has in place child protection procedures that are in accordance with the Local Safeguarding Children Board (LSCB)		
3	The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers, who will work with children, including Criminal Record Bureau and List 99 checks		
4	Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with LSCB guidance and locally agreed inter agency procedures		
5	A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, provide advice and support to their staff, liase with the LA and work with other agencies		
6	The designated person has undertaken basic awareness, further job specific training and training in inter-agency working. Refresher training should be undertaken at two yearly intervals		
7	All other school staff who work with children have undertaken appropriate training about their role and responsibility and refresher training at three yearly intervals		
8	Temporary staff and volunteers who work with children are made aware of the schools' arrangement for child protection, and of their responsibilities		
9	The school keeps up to date records of all staff training who have undertaken safeguarding training including levels of training and dates. This should include temporary staff and volunteers. This should be shared with governors and the LA		
10	A member of the governing body (usually the chair) has been nominated to be responsible for liasing with the LA and partner agencies in the event of an allegation of abuse being made against the head teacher		
11	The policies and procedures are reviewed annually to ensure they remain LSCB compliant		